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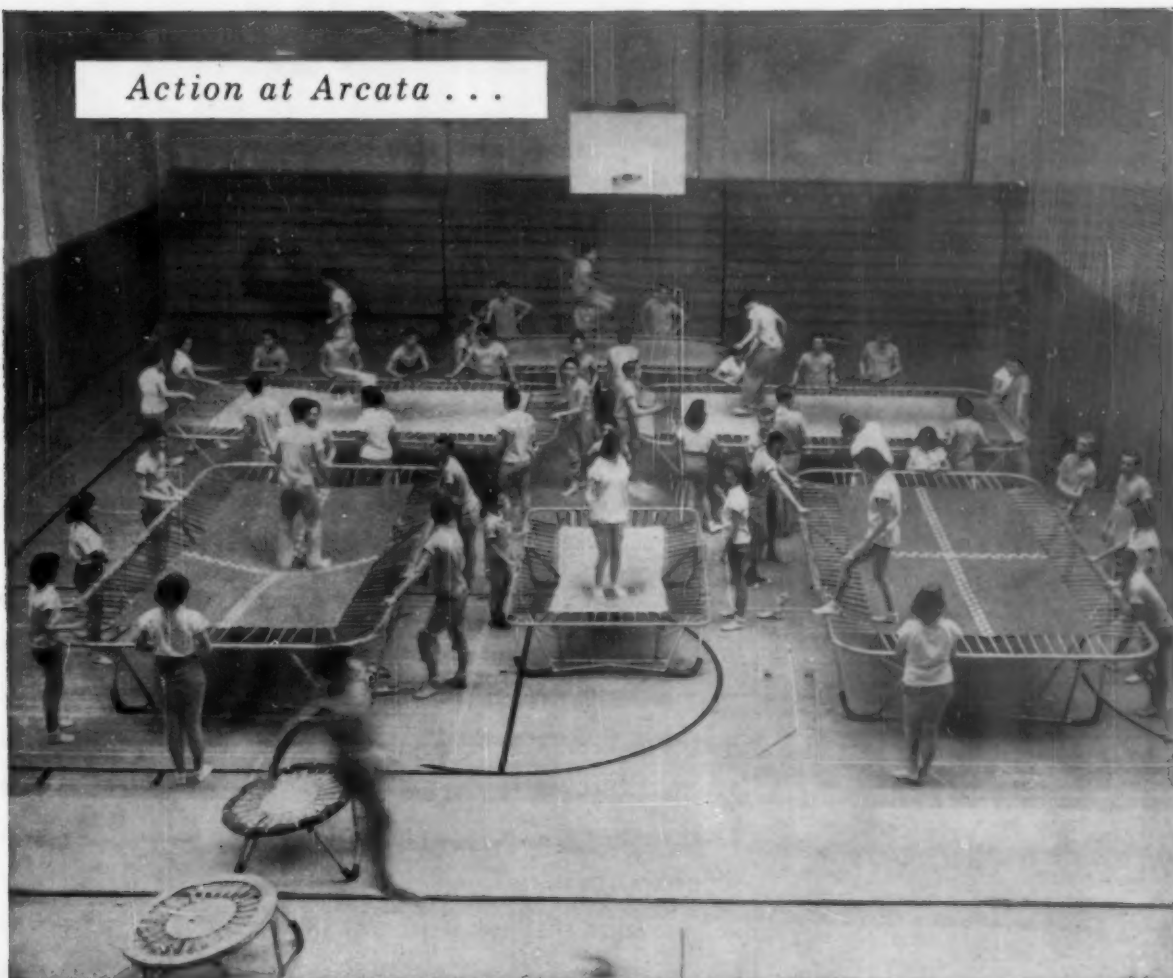
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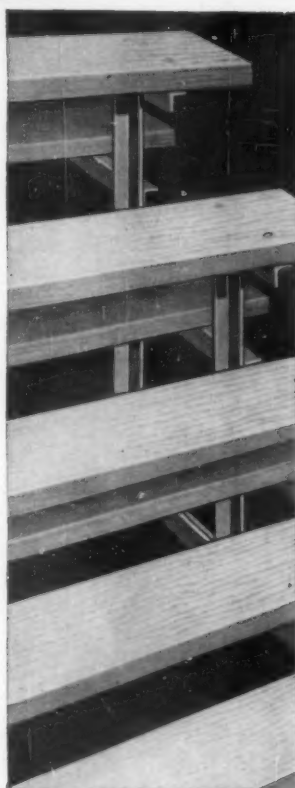
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VOLUME 27 • NUMBER 9 • MAY 1958

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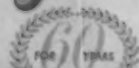
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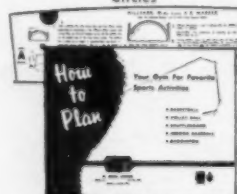
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That double-extra-point bomb

EVER since the collegiate rules pilots unloaded that double-extra-point bomb on an unsuspecting grid world, we've been trying to piece our thoughts together into a conclusive appraisal.

The detonation left us all shook up. How, we asked, could one man—the chairman of the rules crew—unload such a blockbuster without first calling upon his steering committee to survey the target area? That smacked of autocracy.

Upon further reflection, however, we admitted that autocracy can be a relative thing. Whenever a bold change is effected, the people who dislike it will invariably shout, "Fascism!", while the others will exclaim approvingly, "That's what I call taking the bull by the horns!"

At any rate, the question of autocracy is no longer germane in this instance. The pertinent point right now is: Is the rule change good for the game?

We admit the answer has us stumped. The darn rule has loosened the ground under one of our pet convictions. We've always been a violent enemy of the extra-point and have pleaded its abolition for years, contending that its rewards are nowhere near commensurate with the effort involved. We'd rather see an even game end in a tie than be decided by a specialist's boot during a time-out. If ties are deemed so abortive, we've always contended, then certainly a fairer scheme (than the extra point) could be devised to break them.

That's why the new rule non-plusses us. It obviously possesses provocative and exciting possibilities. You can't deny that running or passing a ball over from the 3-yard line demands far more team effort and skill than a simple placekick; and that by imposing a point differential between them, the rules men most definitely have inserted a new challenging element into the game.

We'd have bought the idea if the rules men had also returned the goal posts to the goal line to stimulate the field goal. As it is now, the touchdown will become everyone's one and only objective. Get that touchdown and those extra two points, and look at the edge you have!

Too much of an edge, we believe. *A team should have some good means of coming back and going ahead without having to depend on the two-point conversion.*

The field goal provides the ideal answer—the perfect complement to the two-point conversion. Yet the rules makers refuse to encourage it. With stupefying intransigency, they continue to keep the posts out of range of the high school and college kickers. And so a most exciting element of the game is lost to it.

NO INJURY HAZARD

We simply can't fathom the rules men's claim that goal-line posts represent an injury hazard. With all the new types of retracted standards and shock-absorbing materials, the danger is not only negligible but non-existent. How many pros—who play the roughest type of football extant—have ever been injured crashing into a post? None that we can think of.

So for goodness sake when are the posts going to be put back on the goal line where they belong? Why give the pros an exclusive on such an exciting and indigenous part of the game as the field goal? It simply doesn't add up.

Until the rules men come to their senses (or we lose our incenses), we're going to go into the hair dyeing business. Just visualize that epidemic of grey hair next fall when the kids start shouting, "Hey, Coach, shall we go for one point or play for two?"

AFTER winning our rookie-of-the-year award for baseball writing a couple of seasons ago, our man, Lew Watts, has developed into a .400 hitter in the technical article league. Just check his piece in the April issue, "Hitting With Power", and you'll see the type of homers he's clouting with his typewriter these days.

And look at what Charley Gelbert, one of the greatest shortstops in National League history now coaching at Lafayette College, had to say about Lew's piece in March on "The Big Leaguer's Approach to Batting":

"I just read Lew Watts' article in the March *Scholastic Coach*, and I want to congratulate you and Lew for a job well done. I think it's one of the finest articles I've ever read.

"As we have about six inches of snow out here in Easton, Penna., and it's still snowing, I'm calling a squad meeting today at which I intend reading the entire article to them. If this doesn't help them learn how to hit, nothing will."

In re-reading the article in question, we were particularly impressed by the trenchant manner in which Lew summarized the tips relayed to him by 28 outstanding major league hitters.

"The principles which stand out," Lew recapped, "include using a bat which can be well-controlled; striving for a feeling of comfort; seeking a level swing and good body balance; attempting to merely meet the ball; waiting for a good ball to hit; taking a short stride with the head held still; acquiring determination and confidence . . . and above all, following the ball intently right up until it meets the bat."

Now check the six "Rogers Hornsby's Hitting Hints" on page 59 of the April issue and note the striking similarity between the theories of that immortal slugger and Watts' recapitulation of hitting principles.

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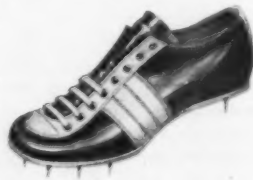
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ANALYZING the kick-off from the kickers' point of view, it's amazing to understand why coaches haven't done more with it—why they refuse to dress it up with any sort of deception and thus make a weapon out of it.

Practically every team lines up with at least two potential ball-carriers on every play from scrimmage, with some having three or four. Most passes similarly call for more than one possible receiver, while many punt returns are dressed up with two safety men.

Yet few teams try anything deceptive on the kick-off. How many times have you been unable to figure precisely which opponent was going to kick off and how he was going to do it? Very, very few. Thus far, kick-off deception has been confined largely to short onside kicks (just over 10 yards) or booting the ball from a flat position to cause difficulty in fielding.

The author has never subscribed to convention. For years, he has been camouflaging the kick-off by having two kickers come over the ball simultaneously and directing their boots to strategic areas on the field. Last year we successfully experimented with a three-kicker arrangement, and we plan to use it until something better develops.

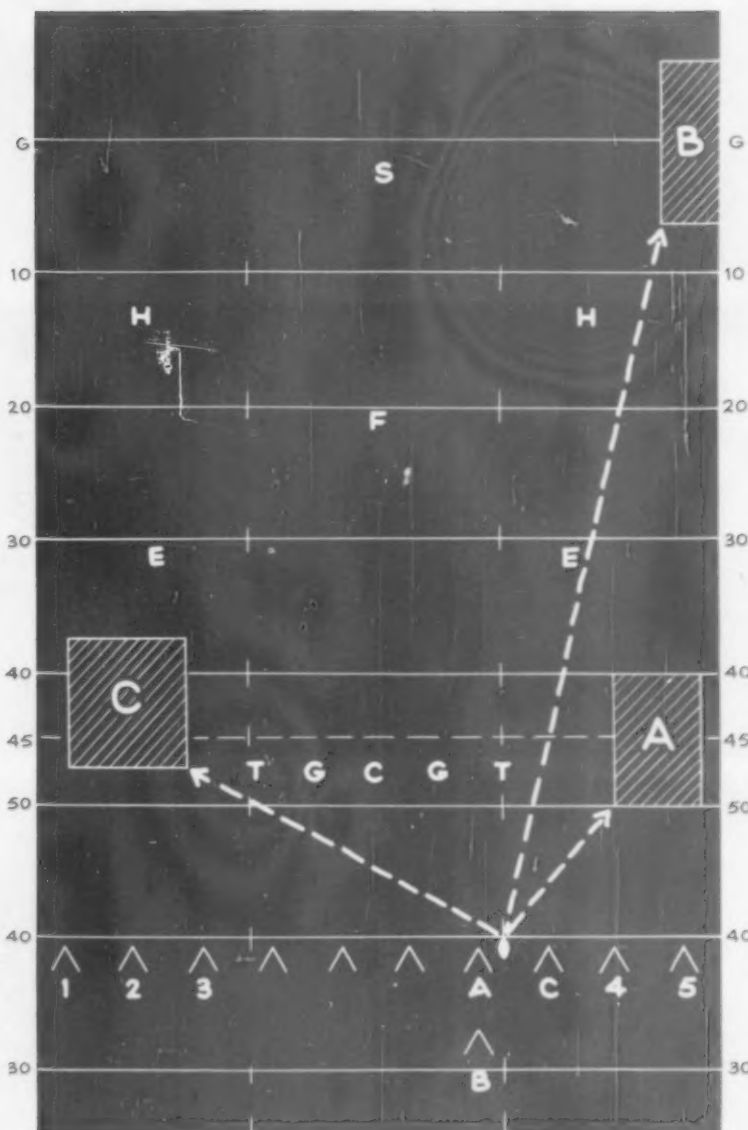
The accompanying diagram illustrates our set-up, with players A, B, and C comprising our kicking triumvirate—A and C being short-kick specialists and B the deep booter. They approach the ball in a manner (which will be explained later) that cleverly conceals both the actual booter and the direction of the kick.

The rectangular shaded areas represent the strategic points at which they aim. The ball is placed straight-up on the tee at the in-bounds mark, thus giving all three potential kickers equal opportunity for a straight kick.

Kicker C may be an extra-point specialist who has already developed accuracy. At any rate, when he lofts the ball to Area C, the ball remains in flight long enough to permit one of three men (1, 2, and 3) to trap it when it rebounds from the ground or to tackle the receiver immediately.

Kicker C strives for height, tries to keep the ball in bounds, and aims

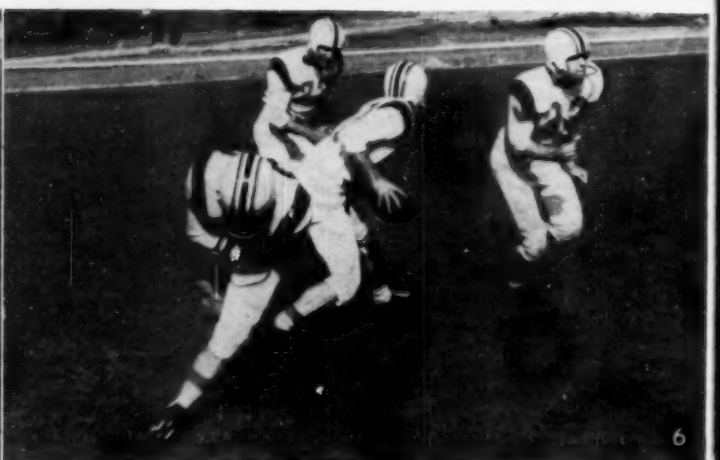
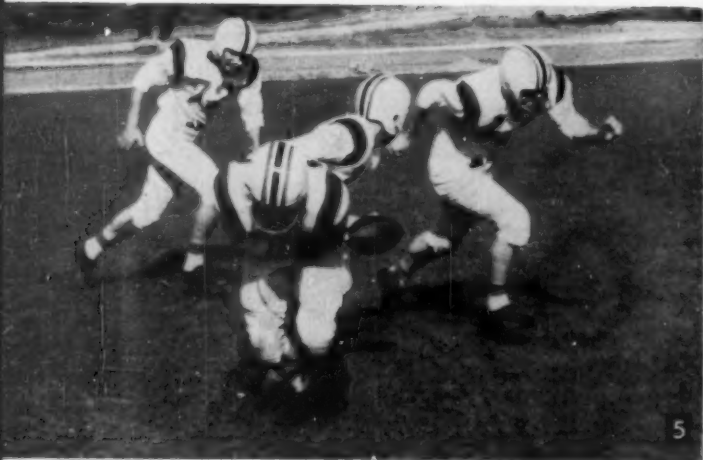
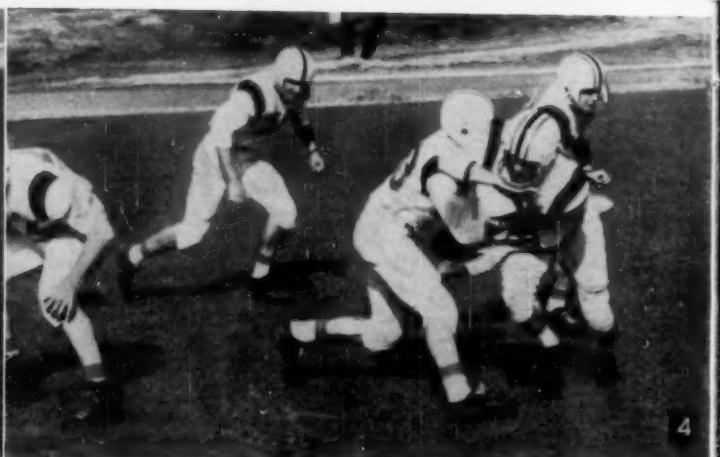
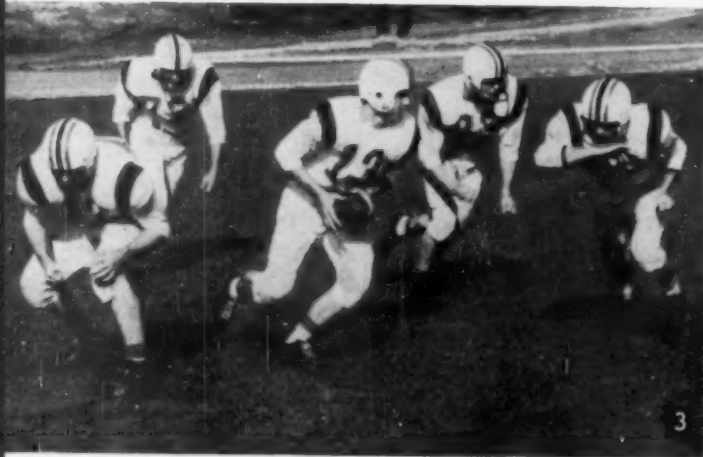
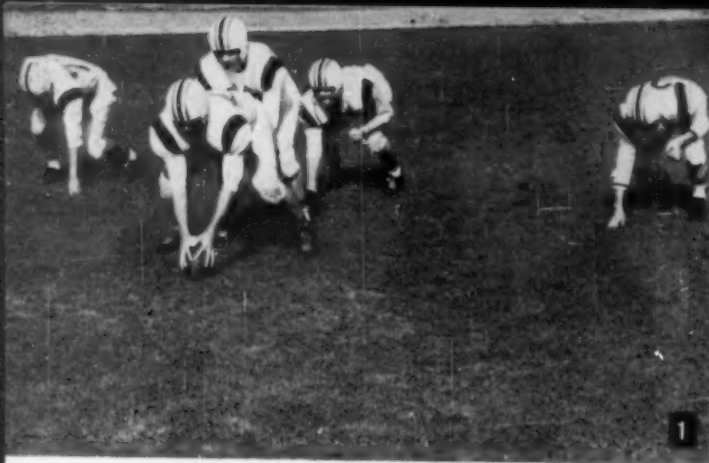
(Continued on page 41)



By **BILL CLIPSON**

Coach, State Teachers College (Troy, Ala.)

DECEPTION in the KICKOFF



By **LESLIE R. LEGGETT**
Head Coach, Portland State College

Pre-Determine Your Option!

OPTION plays aren't achieving the recognition and universal usage they deserve. Coaches seem to use them only if exceptionally good material permits.

The reason for the slow evolution of this type of play lies in the fact that it's difficult to assess intangibles that can neither be measured nor seen. It's the hope of the author to expound a functional philosophy on this type of a play so that it can be easily taught to the athlete.

The option pass-or-run and the quarterback keep-or-pitch from the split T are well-known examples of potent option plays. This type of play will continue to be an important part of football. One underlying reason is the complex problem it creates to key defensive men.

These plays, however, possess a natural weakness—they're slower than most plays to develop a definite advantage. Consequently, other defenders become indirectly involved shortly after the point of decision in the play, thus reducing its potential effectiveness.

These plays, though perfectly executed to the naked eye, don't always yield as much yardage as the situation potentially possessed. What should be remembered, however, is that their failure to yield maximum yardage is due primarily to factors other than the *natural slow development* of the play.

One factor is the *individual speed* in getting to the point of decision, and the other factor is *individual reaction* in the proper manner at

the point of decision.

Though little can be done to change the natural slow development of this kind of play, due to the somewhat arbitrary lateral movement from the starting point, much can be done to help the *individual's speed* in getting to the point of decision, and to help the *individual's reaction* in the proper manner at the critical point of decision.

To speed up the approach to the critical point, our staff began studying the running balance of the backs. In particular, we compared durations of running the *pass-or-run* option.

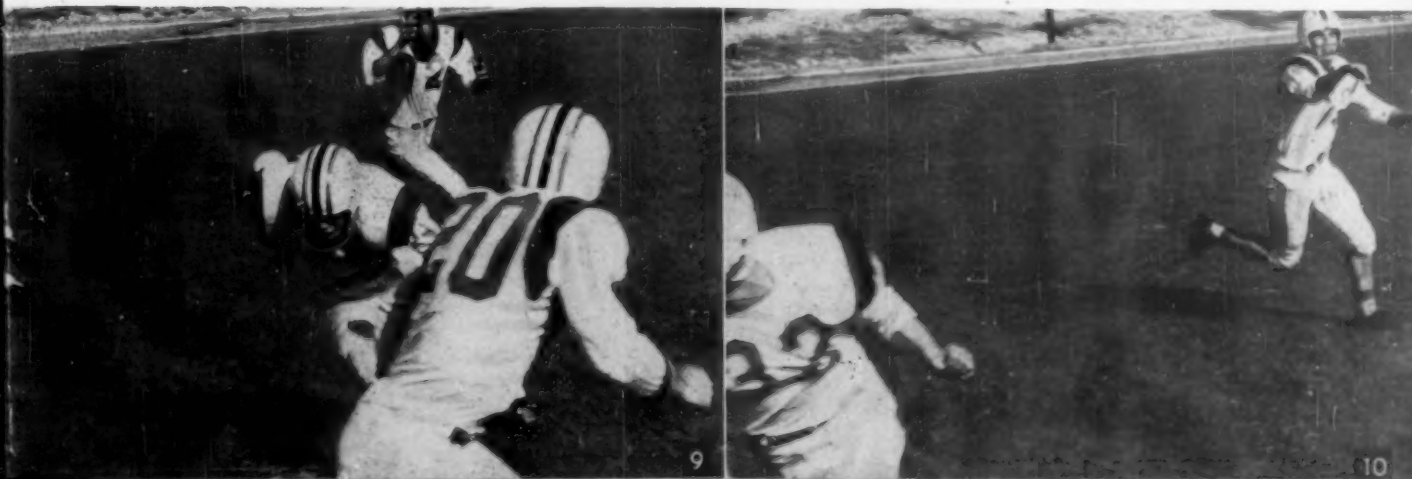
When the left halfback ran to the critical point of decision with an undecided thought—*without a pre-determined decision*—his weight was quite upright and his frequent passing fakes slowed his possible speed. But when the same man ran the pattern *with a pre-determined thought* of what he was going to do and faking the opposite, the duration of his run was much faster.

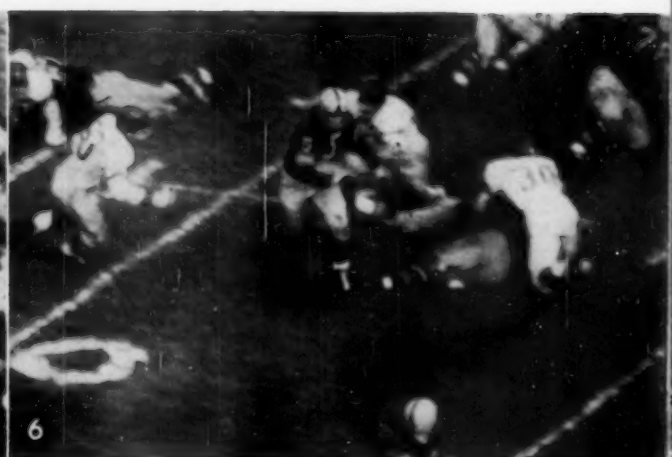
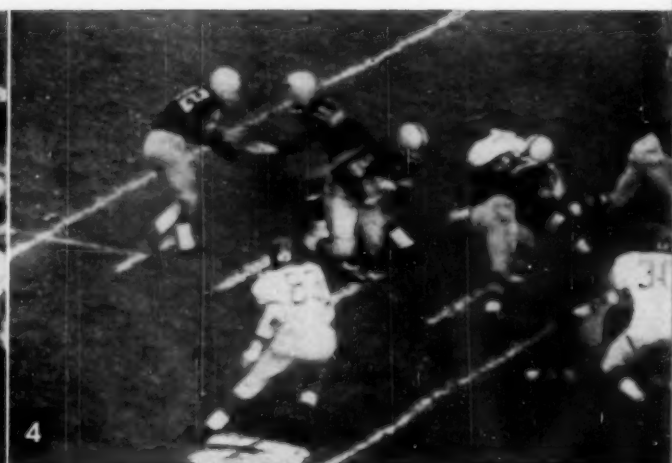
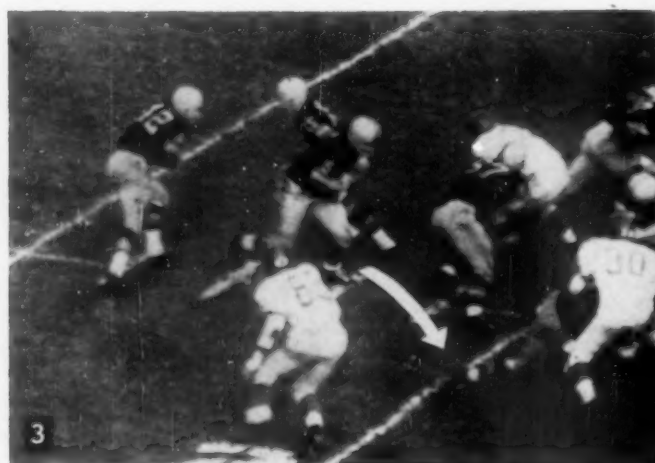
This experiment was carried out on all our backs without their knowledge. We discovered that when the back knew he was going to run and faked a pass, he was in more of a balanced forward run—

(Continued on page 34)

RIGHT HALFBACK RUN-PASS OPTION

A powerful integral of the U. of South Carolina's diversified T attack, the play starts with a fake to the left half. Note the qb's first step right down the line (2), his long second step and open-hand fake to the left half's stomach (4), and how beautifully the half continues the fake (5-6). The fullback leads the play as if on a sweep (5-6), then cuts sharply to his right (7-9) as the right end comes shooting over to the left (7-9). Meanwhile the qb has pitched the ball back to the right half, who can run if the opening is there or pitch to an open receiver. In this instance, he elects to pitch to the right end (9-10). Notice that he doesn't hesitate while choosing his option. He tosses on the dead run.





PACKER TRAP, VS. GIANTS

This Packer false trap is triggered by right tackle Ollie Spencer (77). Noticing that Giants are dealing with left end (83) going to outside and linebacker (30) coming to inside, Spencer shrewdly sets up play by picking up linebacker and letting defensive end charge himself right out of the picture. Packer right guard Jim Salsbury (67) blocks out defensive right tackle as he goes for qb Bart Starr (15). Also notice guard Al Barry (66) pulling out—leaving defensive tackle in—and picking up defensive right end. Good fakes by Starr and McIlhane (42) complete the play.



By JACK MORTON, Asst. Coach, Green Bay Packers

Green Bay's False Trap

FALSE traps are plays designed against opponents with a penchant for playing set keys. Suppose, for example, a defense is keying off the pulling guard—rotating its linebackers toward the side that the guard pulls.

This is common strategy against teams whose guards constantly pull toward the point of attack. And it can prove most effective unless you have something in your repertoire to keep the defense honest.

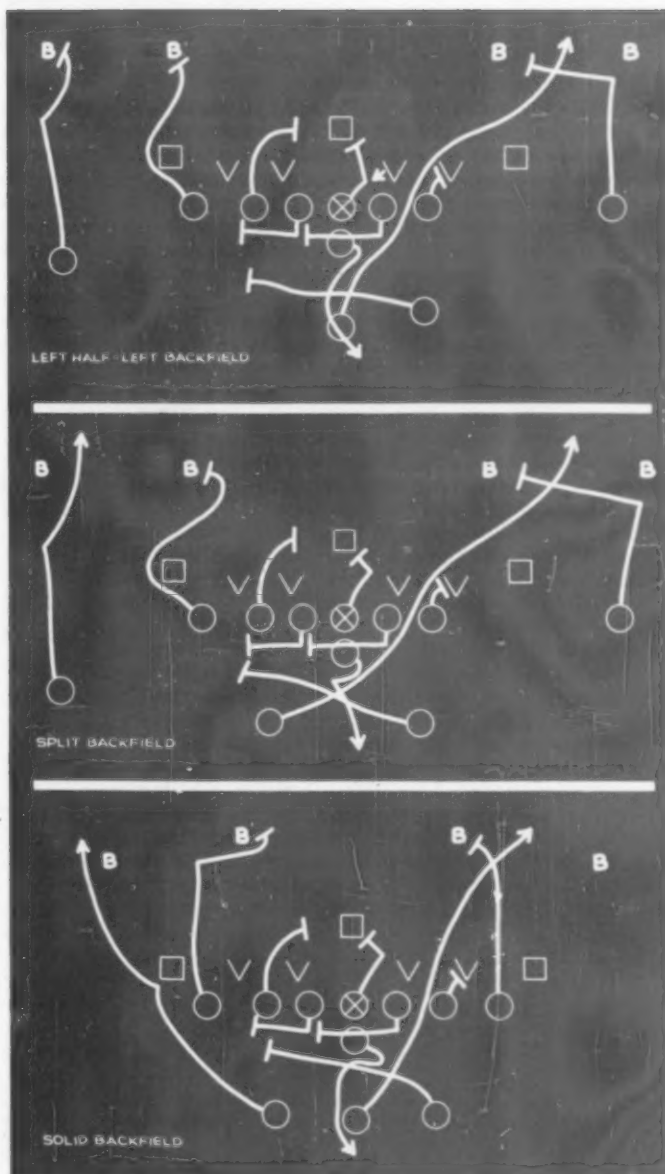
One of the best ways of turning the tables on a keying defense is with false traps, or negative blocking. For instance, you can pull a guard away from the play and have the ball-carrier run through the hole without blocking. Then if a linebacker follows the guard or fake of the backfield, he'll wind up out of position and the play will go for a good gain.

Perhaps the outstanding false trap of the 1957 pro season occurred in our game against the N. Y. Giants. This was the fullback hand-off on which Paul Hornung ripped off 72 yards for the longest run from scrimmage of the season.

While few coaches have a Paul Hornung in their backfield, the play may be powerfully incorporated into any T offense. It's a good play with which to keep the defense honest and make the linebackers stay put. And whenever you can force the defensive line to stay home, you will slow down its pursuit.

Professional teams use what is called a 4-3-4 defense, with four linemen (whom we call tackles and ends), three linebackers, and four deep backs, representing two safeties and two corners. The deep backs play either an umbrella zone or man-to-man, depending on the defensive call.

The Packers attack this defense with a halfback-set or split backfield and a slot man. The slot man is, in your terminology, a blocking (Continued on page 38)



How the play works from various backfield alignments against the 4-3-4 pro defense. Coaches using a solid backfield can employ spread or tight ends. Good receivers, when spread, loosen up the secondary. The qb, after handing off and faking, sets up to pass.

INFLUENCE BLOCKING,

The Latest Psychological Weapon

By JOHN N. HOOPER

Head Coach, Upsala College (East Orange, N. J.)

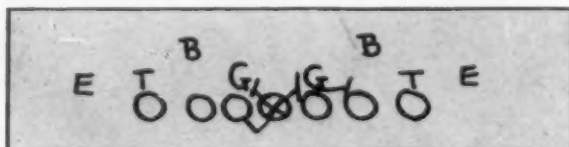
FOOTBALL coaches on the lookout for new psychological weapons will do well to investigate the fire-power of a new offensive gun known as "influence blocking." Predicated on the same basic idea of judo—namely that of utilizing the weight and speed of the opponent to defeat him—influence blocking is designed to produce a conditioned response on the part of the key opponent at the hole, and then to utilize this reaction to beat him.

For example, defensive players are conditioned to fight force with force, to fight against the pressure of offensive blockers. Knowing that the blocker will usually attempt to deploy between them and the ball-carrier, they'll react instinctively *against* pressure. The imaginative coach can exploit such conditioned reflexes with influence blocking—encouraging the defensive player to react in conditioned fashion and then turning his reaction against him.

From recent conversations with college and pro coaches throughout the country, the author has amassed many new ideas on how the various principles of influence blocking can be adapted to various attacking situations.

A forerunner of direct influence blocking was a setting-up maneuver that helped disguise the trap block on aggressive defensive guards. Coaches being hurt by the trap play soon developed a set of defensive rules that helped regulate the play of interior linemen.

Among these rules was one that read something like this: "If your offensive opponent blocks to the inside and allows you free penetration into the backfield, do not go across the line of scrimmage but drop to one knee, look to the inside, and be prepared to meet a trap play in your area." This type of play reduced substantially the effectiveness of the trap maneuver.

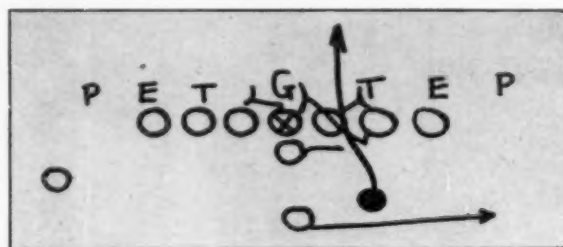


Diag. 1, Setting-Up Block (Terry Brennan, Notre Dame)

Today, in order to lure defensive linemen across the line of scrimmage, you must influence them by a setting-up block such as employed by Terry Brennan at Notre Dame (Diag. 1).

In this type of maneuver, the offensive guard (over the man to be trapped) fires out aggressively to block

his opponent inward. As he makes contact, however, he wheels sharply and sets to contain the first man to his outside. This influencing maneuver usually leads the defensive guard into a penetrating reaction, and as he reacts to neutralize this blocking pressure with aggressive defensive play, he finds himself being trapped from the inside. Actually, the influencing maneuver by the offensive guard acts as a disguise for the trap block; by occupying the mind of his opponent, the offensive guard readies him for a trap block by the offside guard.



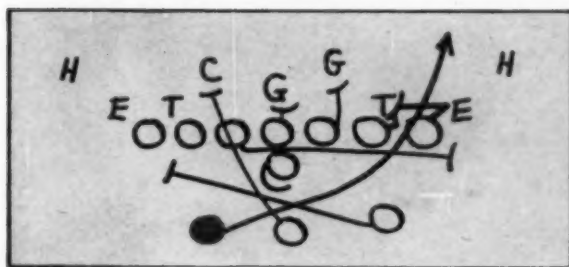
Diag. 2, Cap Blocking (Charlie Winner, Balt. Colts)

A variation of this "setting up" technique is illustrated in the cap blocking fundamentals of the Baltimore Colts (Diag. 2). Notice that the center becomes an influencing factor on the man over him. This type of blocking keeps the defensive player on edge because it destroys the validity of the basic defensive keys that he's developed over the years.

To be effective against the influence type of block, a defensive player must think before he can react logically to the threat of a play; and many coaches feel that defensive linemen lose much of their effectiveness when they're forced to think. Defensive linemen have always been taught to play pressure. But with the advent of influence techniques, blocking pressure is no longer a reliable defensive key. It has become, rather, a mechanism that lures defensive players into costly errors.

Diag 3 illustrates another variation of the influence technique. This pattern has been used successfully at the University of Oklahoma. Notice that a partial screen is developed on the defensive end as the offensive end fires out to occupy him from an inside alignment.

The strategy here is to check his penetration and set him up for the long trap by the offside guard. This



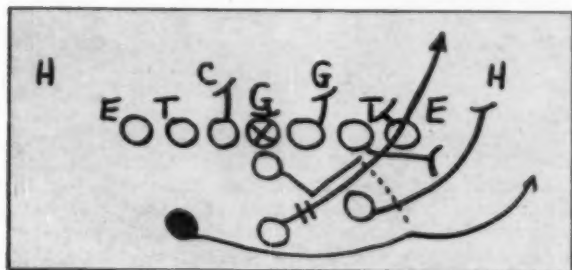
Diag. 3, Counter Play (Ted Youngling, Oklahoma)

influence block turns the end to the inside and establishes a point contact for the guard coming across for the block. After the defensive end has committed himself to a position, the blocker (end) releases to the inside and double-teams with the tackle. The offside guard has gained good position and takes the end from inside out.

Usually this type of play is coupled with a companion or alternate pattern. (Diag. 9 illustrates one such pattern that's also used at Oklahoma.) With the influencing effects of these two plays supplementing each other, the defensive end is at a complete loss.

When the offensive end blocks out on him, he doesn't know whether to prepare himself for the trap by the guard (Diag. 3) or to pick up the quarterback in the hope of diagnosing a keep or pitch type of play (Diag. 9). Any move he makes could be the wrong one; he has been influenced by the blocking patterns of each play and tends to feel uncertain as to just what his reaction should be.

In the counter play (Diag. 3), the end is blocked from the inside and the point of attack is inside; in the belly option (Diag. 9), he's blocked from the inside and the play goes wide.



Diag. 4, Simple Pitchout Off Outside Belly (Upsala)

A play that has been most successful at Upsala College is a simple pitchout off the outside belly series (Diag. 4). Notice that we're blocking the end outward toward the path of the ball-carrier. Although you might consider this quite unorthodox, we feel that this maneuver, more than any other single factor, has helped make this play one of our most consistent ground gainers.

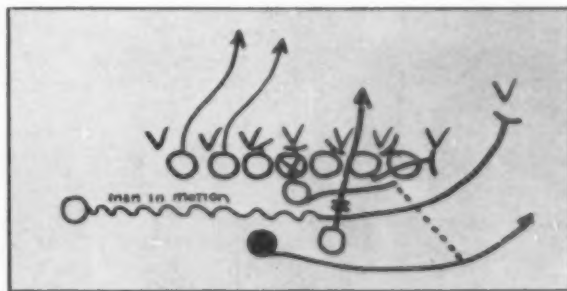
Defensive ends are so conditioned to fight against the grain of a play that they usually make a desperation type of effort to work through the influence blocker and tackle the fullback. Our game film analysis has substantiated, in our own minds, the values of this type of offensive strategy. Defensive linemen, for the most part, are forced to pattern their play upon the blocking pressure of the offensive line. When this pressure is engineered to mislead them, a frustrated pattern of individual defensive play usually results.

Several years ago in a game against Norwich Uni-

versity, we were hurt by an influence formula much like our own. After talking with Bob Priestly, Norwich coach, he brought to light a point that enhances this type of play. "When you're on your opponents' goal line, it's usually easier to predict the type of defense your opponent will be employing. We feel that if you're fairly sure of the type of defensive alignment you'll meet, it will facilitate the use of influence blocking."

Diag. 5 illustrates an excellent example of influence technique. The fullback starts in motion inward on a play much like the split T option. As the quarterback moves down the line and fakes a handoff to the onside halfback, he (qb) moves in to the line behind a cross-block by the end, and tackle.

If the defensive end makes an aggressive play to close on him, he pivots and pitches out to the swing halfback who follows the fullback toward the corner man. If the end has by past experience learned to ignore the influence block by the tackle and penetrates the offensive backfield, the quarterback will keep the ball and score off tackle. In goal-line situations, there's little opportunity for pursuit and a wrong defensive commitment may cost a score.

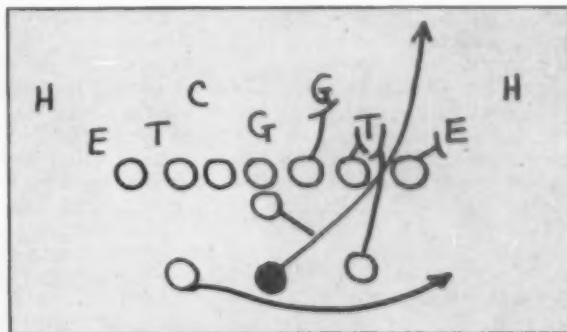


Diag. 5, Goal Line Option (Bob Priestly, Norwich)

The play illustrated in Diag. 5 is designed as an outside play and is called as such in the huddle. It's only when the defensive end begins to ignore the influence block by the tackle that the keeper play or counter part is employed.

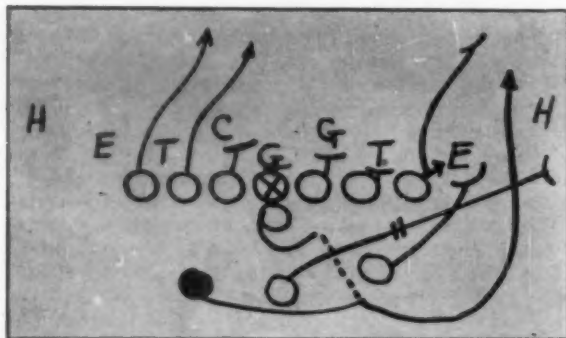
With the advent of the Miami University drive series, there has been much wider use of the influence block as a setting up maneuver for a blocking halfback. Oklahoma employs an influence block on the defensive tackle to aid a stronger or key block by the onside halfback. Diag. 6 illustrates a play from the drive series that incorporates this principle.

The defensive tackle is influenced to the inside by a block from his inside by the offensive tackle. As he reacts against this blocking pressure, a clean-up



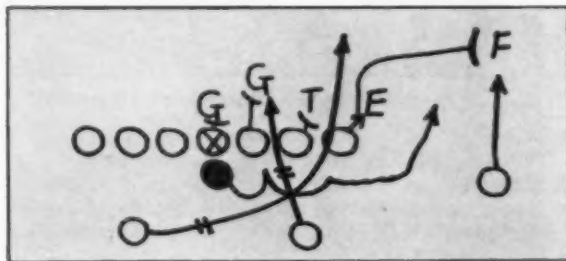
Diag. 6, Fullback Slant (Ted Youngling, Oklahoma)

block is employed by the inside halfback who gains outside position for the containing block. Usually the block by the halfback is made by first driving directly at the outside shoulder of the opponent and then rolling the outside hip in a reverse-body manner. The blocker puts his body between his opponent and the ball-carrier to screen the man from the play.



Diag. 7, Pitch and Sweep (Warren Giese, So. Carolina)

The same type of blocking strategy is shown as an influence block on the defensive end in **Diag. 7**. The setting-up block on this play is predicated upon the idea of keeping the end at home so that the inside halfback can apply a power block from the outside. Actually, this type of influence technique is an occupying maneuver that turns a defender away from the point of attack.

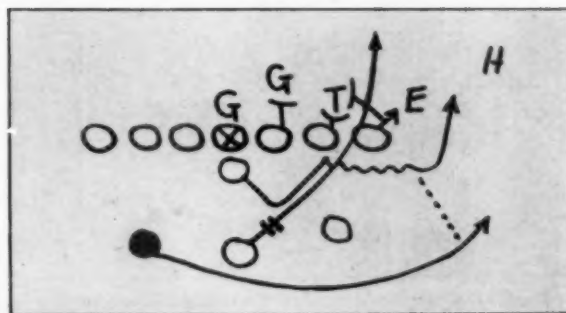


Diag. 8, Quarterback Keep (Joe Paterno, Penn State)

Added draw for this type of inside-out influence blocking can be gained through the use of plays designed around a basic inside power series. **Diag. 8** shows an example of such a play as used at Penn State.

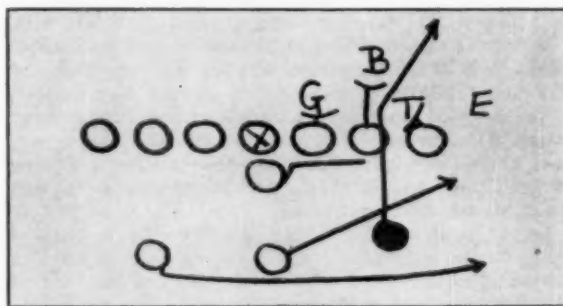
The double-ride fake to the halfbacks coupled with the influence block on the end should have ample effect in containing the entire defensive line within the limits of the defensive ends. The author believes that on such a play the defensive left end would fight through the influence block and tackle the nearest faking halfback. The psychological draw on this type of play can be overwhelming.

Notice in **Diag. 9** that the offensive backfield pattern is not unlike the pattern in use at Upsala (**Diag. 4**). The basic difference in the two plays hinges around the method of freezing the defensive end. While we employ a cross-block at the off-tackle hole, the Oklahoma pattern shows straight blocking technique. It's not the power of the influence block that's the important factor, however, but rather the effect that this particular maneuver will have upon your defensive opponent. Either technique can be successful if the influence patterns are consistent with your regular blocking assignments.



Diag. 9, Keep or Pitch Off Belly (Oklahoma)

You cannot always block a defensive player toward the path of the ball-carrier and expect to get away with it. The secret is to block a player out consistently while running inside of him. Then, if you apply the same block and run outside, chances are you'll find this player tackling your fake man inside. A little influencing can do wonders; it's powerful medicine.



Diag. 10, Straight Handoff (Blanton Collier, Kentucky)

Blanton Collier at Kentucky uses the influence block on his straight handoff play over the tackle. Against certain specific defenses, such as the loose tackle six, where the defensive tackle is playing over the inside shoulder of the offensive end (**Diag. 10**), an influence block is made in on the tackle. As he turns to fight the pressure to the outside, the ball is handed off behind him. It's actually amazing to see just how fiercely a strong defensive player can fight through influence pressure, and the whole time be fighting away from the path of the ball-carrier.

The simple play pattern illustrated in **Diag. 10** brings to light an important point to keep in mind. That is: influence blocking works best against experienced well-drilled players. A blocking pattern such as this certainly wouldn't be appropriate against a weak defensive tackle. He probably wouldn't react in a positive manner and you'd be pushing him right into the ball-carrier.

A parallel can be drawn here to that old baseball saying, "Never throw a let-up pitch to a weak batter." But again, the whole idea of influence blocking should be considered a change of pace rather than a style of offense in itself.

Pete Stevens, head coach at Temple, admits that one of his most successful trap plays is predicated upon the tenets of influence blocking. **Diag. 11** shows the basic blocking pattern of this play.

The offensive tackle over the point of attack pulls to the outside as he would on a cross-block on the defensive end. The offensive end fires in on the out-

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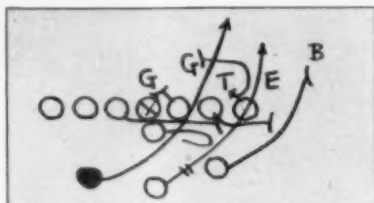
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side shoulder of the defensive tackle and then releases for the interior linebacker.

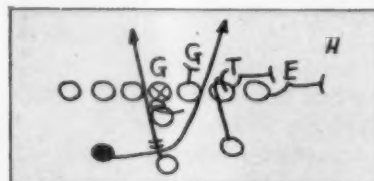


Diag. 11, Trap Play (Pete Stevens, Temple University)

This block in on the defensive tackle, coupled with the pulling motion by the offensive tackle and the fullback's fake through the tackle hole, will all spell "tackle play" to the defensive tackle; and as he turns to fight the influence of the fake off tackle, the offside guard gets into the act by trapping him out of the ball park. This is a particularly strong play against an Oklahoma (5-4) alignment because of the free guard to help with the man over the center.

As stated earlier, influence blocking lends itself well to both the drive and the belly series because linemen in each are responsible to set up many of the key blocks at the point of attack. Hence, the on-side halfback has an opportunity to get his shoulder on a man who's being occupied and turn him from the path of the play.

The new Arkansas coach, Frank Broyles, uses various types of influence techniques with a great deal of success.

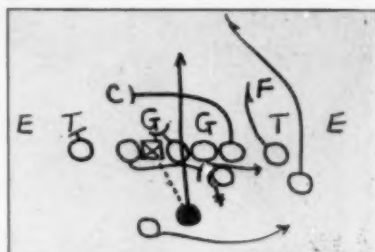


Diag. 12, Drive Counter (Frank Broyles, Arkansas)

Diag. 12 illustrates a double influence—double release—technique. Both the offensive end and tackle fire out over the outside shoulder of the defensive man playing to their outside. After establishing contact, they release and set block to the outside.

Against an Oklahoma defense, as shown, the tackle releases on the defensive end and the end goes through for the corner linebacker. Again, the onside halfback rolls out on the tackle after the tackle has been lured into a position that facilitates this assignment.

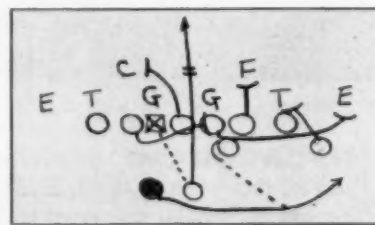
Rutgers exploits the influence technique as a supplement to the basic principles of the single-wing buck-lateral series. With linemen pulling on so many single wing plays, influence blocking fits right into and completes a well-rounded system of blocking procedures.



Diag. 13, Trap Play, Buck Lateral Sequence (Bob McCoy, Rutgers U.)

In Diag. 13, the defensive left guard is influenced to penetrate simply by the draw effect of the pulling guard. On this particular buck lateral play, the defensive guard is influenced to the outside and then trapped out. The fullback fakes the handoff to the blocking back and carries the ball between the trap and double-team block.

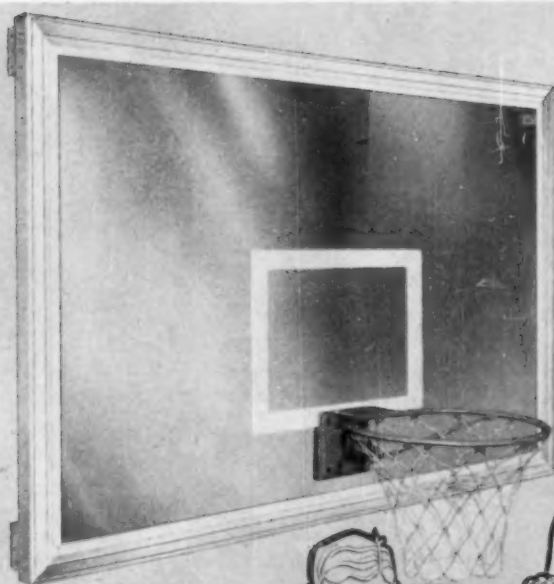
Actually, this pattern represents an example of "setting up" rather than influence blocking. But when this play is employed with the aid of a sister play, Diag. 14, the key fensive guard is at a loss for a key which will aid him in making a decisive defensive move.



Diag. 14, Buck Lateral Play (Bob McCoy, Rutgers U.)

In the buck lateral pattern, Diag. 14, the same pulling and trapping techniques are employed. This time, however, the point of attack is wide around the end. The defensive guard is being influenced and then trapped outward toward the path of the ball-carrier.

This type of offensive strategy makes little sense to the defensive players until the ball crosses the goal line—then it all starts to add up. This is sound offensive technique. Influence blocking removes many of the keys that once were the main supply lines for the defense.
(Concluded on page 49)



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TRAPPING TECHNIQUES

By SAM TIMER, North Plainfield (N. J.) H. S.

IN THE early years of the Split T, the pulling lineman practically disappeared from the scene. Split T coaches were interested mainly in quick-opening holes and thus leaned toward quick, straight-away blocking. As a result, the art of pulling received little attention.

As defenses matured, however, and Split T disciples began recognizing the need for a substantial off-tackle and outside game, the pulling lineman returned sharply to popular favor.

This article will be devoted to our methods of instructing interior linemen on pulling out. Since all good offensive movement generates from a proper stance, that logically is the starting point.

Our offensive stance, with the exception of our tackles, is a conventional three-point affair, but with the weight distribution not as far forward as in the stance used by teams that mostly hit straight ahead.

Three basic points in our stance are considered essential:

1. The ankle and the elbow of



Lead Step or Pivot, with right arm snapping close to right hip so that body moves low and fluidly into 90° turn.

the lean hand must be in a direct line.

2. The toes must be straight ahead or slightly inverted in a heel-toe relationship.

3. The non-grounded hand must be *completely relaxed*. Actually, we want the upper process of the elbow resting on the patella, which divorces the forearm entirely from the body.

We're well-aware of the fact that many top college coaches teach just the opposite, having their linemen clench the hand and keep it well up into the body. Our reason for teaching the stance we do is two-fold: One, we feel that the non-grounded arm is a definite factor in helping the body move laterally; and, two, since our offensive and defensive stance is very similar, just a slight lowering of this arm will get us into what we consider good defensive position.

After our lineman has mastered this stance and has worked on his various blocks, we believe he's ready to be taught the techniques of pulling.

We use the lead-step type of pull, both right and left, for no special reason other than that it was the method we were taught. Rather than let our linemen just step out and run any course, we teach him a specific step. We believe the beginning move is the basic and most important part of any pull; and that if this move is faulty, the pull will have no continuity and the entire maneuver will deteriorate as it progresses.

We break the first move down into three steps, as follows:

1. The lead step or pivot which finds the body swinging out over the pivot foot.
2. The snap of the arm.
3. The position or direction of the lead foot.



Three-Point Offensive Stance, with ankle and elbow of lean hand in direct line, feet in a heel-toe relationship, and upper process of elbow resting on patella.

Step 1: If trapping our 5 hole, which happens to be to the right, we instruct our trapper to pivot on his left foot and swing the body a full 90° with the lead or right foot well up under the body.

Step 2: We feel that the right arm in this instance plays a very important role in getting our puller's body into position to carry out his assignment. We want this arm to snap close to the right hip so that the body moves in a low and fluid motion into the 90° turn, ready to move into our trapping area.

Step 3: We break this step down into two headings—a short or long trap and position of the lead foot. One lead step achieves a parallel point in relationship to the line of scrimmage for our trap course and the other achieves a deeper point for our sweep blocking.

We firmly believe that if the lead foot originates into good position, our trapper will find that the rest of his course will come easy.

In review then, our beginning trapper will swing a full 90° turn, pivoting on the foot away from the point of pulling. Secondly, he'll drive the outside arm (elbow close to the hip to the side he's pulling) back and step with his lead foot into position for his forthcoming assignment.

Before delving into the next phase of our pull, it may be worth pointing out that everything in football, including terminology, has in all probability been used before. Since we've been coaching we've used a term "inside-out course" for our trappers. Lo and behold, upon reading Coach Munn's book on Multiple Offense a few years ago, we found the folks at Michigan State using the same terminology; so it probably was used long before we ever played football!

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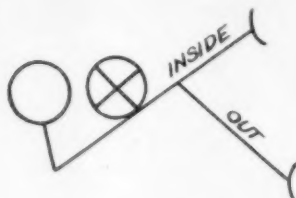
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However, we still use this expression and believe it gives our boys insight into what he wants to achieve. It's here that we make a breakdown of the short and long trap.



We also highlight two things at this point. One is that the man to be trapped has either penetrated or has remained in his original defensive position and must be "blasted out." The second point is that we always want our boy to get into the position for an inside-out blocking angle on his opponent. To get this, we must break down our trapping course into a long trap or a short trap.

Let's now return to our trapper, poised and ready to go. If we're trapping our tackle hole (to the right) the left foot will step into a position of approximately 30° from the line of scrimmage, which should carry our trapper to the inside shoulder of the defensive tackle (if he has remained permanent). This course will give us the edge and angle we need, if this is the situation we're confronted with.

If, however, the tackle has come across the line of scrimmage, our trapper takes the same step with the left foot but upon seeing his opponent in our backfield, he changes his weight distribution and alters his running course so that he can still drive through the inside shoulder of the defensive tackle and be in excellent position to carry out an easy block.

From this course, we get the term inside-out blocking position. Our coaching techniques and aids are as follows:

1. We always work our pullers on yard markers to show the position that can be gained.
2. Our pullers pull both to the right and left an equal number of times.
3. A hand dummy or helmet is placed about 30 inches directly behind the puller to see that no over-extension of the lead foot will develop.
4. Our line coach will stand directly behind our puller with the heel of his hand right off the hip on the side the puller is stepping. We ask our puller to "whack" his elbow into the heel of the coach's

hand in an attempt to "draw blood."

We're great believers in the theory that success is the prime motivating factor in football or any other type of teaching situation; and when this elbow snaps back hard, our puller will find himself in a good running position probably much sooner than he thought possible.

The reason for insisting that the elbow be in close to the body is simply that it affords a means of keeping the body under good balance while the trapper is attempting to gain speed and muster good balance before striking. When the most difficult phase of the skill is mastered, the remaining running course and point of contact seem to come rather easy.



Line coach stands directly behind puller with heel of hand right off boy's hip on side of the step. Puller whacks his elbow into coach's hand to "draw blood."

In concluding, I'd like to mention that the two important teaching features in your trapping game are:

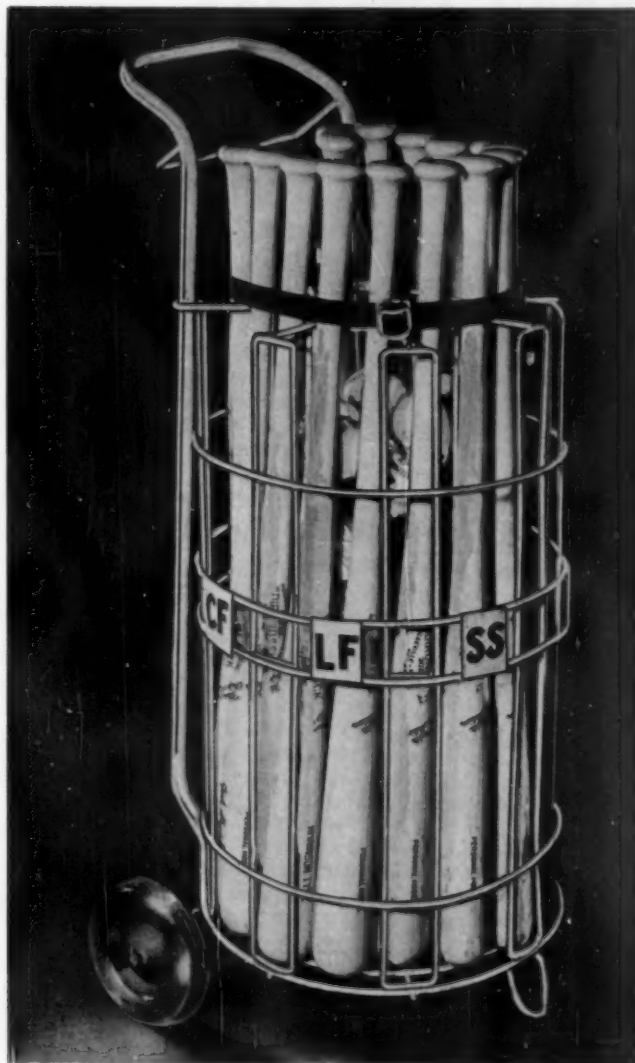
1. Teaching in progression. Actually, we start this skill (and many others) according to count. Then we move into breakdowns, as previously covered, and finish up going full speed, looking for good form, good course, and striving to develop continuity to the entire situation.

2. Not spending a great deal of time on any one drill such as this. We attempt to move along at a rapid pace and hope to keep our boys' interest span keen by varying our drills.

If you feel you haven't been doing the job in this phase of your offense, it may be worthwhile to adopt these principles in your trapping game.

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Football Check-Off List

A Must for Successful Organization

MORE and more football coaches are becoming increasingly aware of the importance of careful attention to the details of organization. It's now recognized that all things (player personnel) being equal, the winning coach will be the individual who excels in organization.

The word "organization" refers to many different aspects of coaching. It includes staff assignments, game plans and evaluations, dissecting and utilizing scouting reports, and perhaps the most vital factor of all—organization of the available practice time so that not a minute is wasted nor a detail omitted.

The successful adaptation of practice to the needs of the squad in relation to past performances, personnel deficiencies, and scouting reports of future opponents, requires a carefully thought-out practice schedule. Beginning with a master plan covering pre-season practice (the precious days and weeks prior to the opening game), you need a weekly plan to include skills that must, of necessity, be covered, reviewed, and taught during the entire season, and a slightly flexible daily schedule allowing for inclusion of skills requiring special attention.

The coach who uses neither a checkoff list nor a written daily practice plan is cheating himself of two excellent tools capable of better preparing his team for the task facing it on successive weekends during the football season.

The checkoff list included in this article is being used by a high school team which runs an unbalanced multiple offense. Every conceivable skill and fundamental essential for peak individual and team efficiency has been included. The chief values of the checkoff list are:

1. Provides the coaching staff with insurance against neglecting

any phase of preparation.

2. Enables the coach to budget his practice time in proportion to the needs of the team.

3. Supplies the coach with a written record of past organization for review* and appraisal.

Our checklist is set up and mimeographed, or dittoed, in enough quantity to carry us through the entire season.

Prior to the opening of pre-season practice, a flexible master practice plan is established. This preliminary practice plan provides a blueprint which enables the coaching staff to appraise the amount of detail and work necessary prior to our opening game.

Needless to say, every item on our list is considered vital in preparing our team for its initial opponent. Therefore, every skill has to be included somewhere in our practice plans prior to the opening game.

The amount of time allocated to the skills is to be determined later on a day-to-day basis, based on the aptitude and progress of the team. It's also possible to cover and teach more than one skill in many of the drills we employ.

The exact amount of time spent working on the skills and a record of specific drills used, is accounted for in the written daily practice plans. Because our practice plans are constructed to cover a week of practice, the checklist is consulted and marked for the days of the week on which certain aspects are to be covered.

The drills, method of teaching, and time allotment are determined and included in each day's practice plan or schedule. The daily practice plan is prepared each evening and posted on the bulletin board in the gym and locker room every morning. This provides the player with an opportunity to examine and become familiar with the practice schedule before he leaves the building for the practice field.

We know from experience that players appreciate knowing in ad-

vance what practice will consist of, and will be more inclined to work at capacity when they understand that limited time is available to cover all the things necessary for improvement and ultimate success.

The checkoff list has also proved valuable as a post-game reminder of deficient skills during the game. This is especially true in the small high school where the athletic budget doesn't permit game movies.

It takes only a few minutes for the coach to go through the list of skills immediately following the game—while it's still fresh in his mind—and check those things that obviously need attention before the next game rolls around. The coach can then refer to his checklist later in the weekend when preparing the week's practice plan.

Still another valuable use of the checklist is in connection with scouting reports. In addition to his report based on observation, the scout can use the checklist to evaluate and recommend skills needed to contain the offensive power and exploit the defensive weakness of the team scouted.

Again, this information can be recorded by simply checking the items deserving attention. Details concerning the skills in relation to personnel can be submitted to the head coach orally.

The author is certain many coaches are using checklists and that it's an important factor in winning football. We've found the following list best suits our situation. Any coach who has not been using the checklist can prepare a similar outline to cover the needs of his team. The contribution to better organization and efficiency will more than compensate for the time and effort expended.

Following is our checkoff list and the manner in which it is used:

AGILITY-REACTION

—Line Drills —offense —defense
—Backfield Drills —offense
—defense
—Group Drills —offense —defense

By ROBERT WALKER
Coach, Brookville (Pa.) High School

*His Legs are
his living...*

**That's why
Bob Cousy
wears "P-F"
Basketball
Shoes**



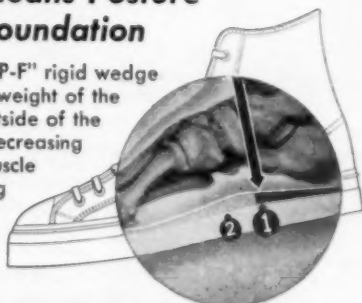
Bob Cousy

Captain of
the World
Champion
Boston Celtics

Bob Cousy's career depends on being able to go at top speed night after night. He can't take chances, so he wears and recommends "P-F" Basketball Shoes. They'll help your team go at full speed longer, too . . . help build endurance and prevent tired, strained foot and leg muscles. To help your team go its fastest . . . longer . . . get "P-F" Basketball Shoes.

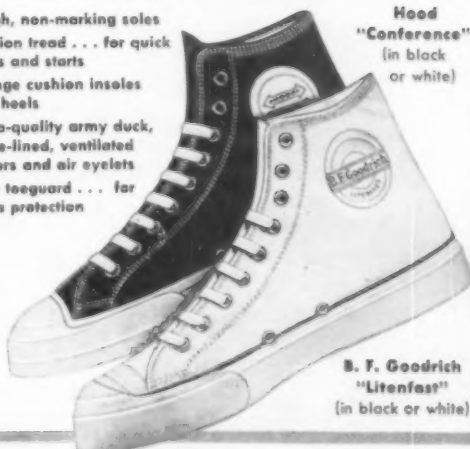
**"P-F" means Posture
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1. The important "P-F" rigid wedge helps keep the weight of the body on the outside of the normal foot—decreasing foot and leg muscle strain, increasing endurance and comfort.
2. Sponge rubber cushion.



X-RAY DIAGRAM ILLUSTRATING THE SCIENTIFIC PRINCIPLES OF "P-F."

- tough, non-marking soles
- traction tread . . . for quick stops and starts
- sponge cushion insoles and heels
- extra-quality army duck, loose-lined, ventilated uppers and air eyelets
- new teeguard . . . for extra protection



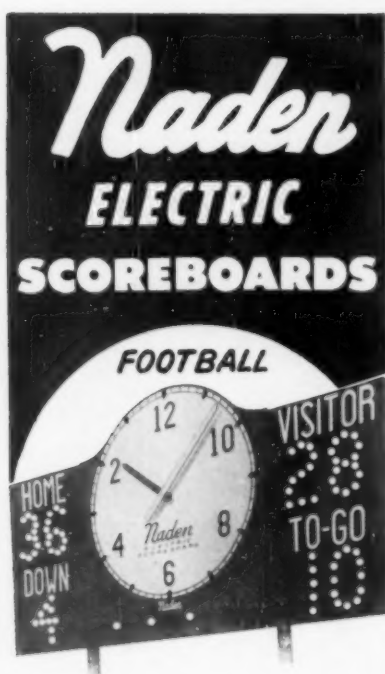
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"P-F" Made only in **B.F. Goodrich** and **Hood** brands

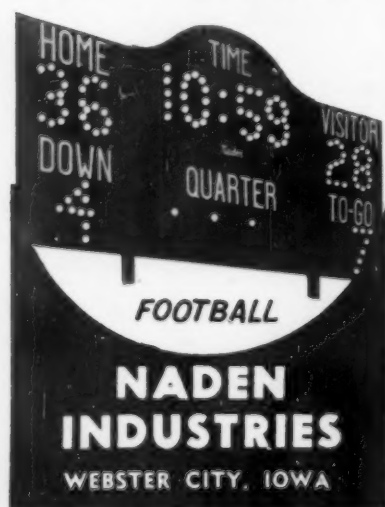


Model N-400-D (illustrated above) has conventional white faced "Dial-Type" clock, with black hand indicating minutes of play and long red sweep-hand indicating the seconds as it circles the dial.

Model N-400-IV (illustrated below) has exclusive Naden designed "Instant-Vue" numeral-type clock which flashes the exact time left to play as the seconds go by.

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WRITE FOR CATALOGS Basketball Catalog "15" Football Catalog "25" Baseball Catalog "35"



CONDITIONING

- Legs, ankles, knees — Abdomen
- Neck
- Arms, hands, wrists — Endurance
- Falling

PRE-GAME WARMUP

- Loosen up
- Team unit (ball-handling)
- Kick-off — P.A.T.
- Punt/return — Offensive line play
- Defensive line play
- Center/T exchange
- Center/S.W. exchange
- Center/punt pass
- Passers/receivers

TEAM OFFENSE

- Defense recognition
- When and how wide to split
- Timing, footwork, ball-handling on all plays — Huddle/to line
- Running vs stunting defenses
- Line up on ball
- Automatics (check signals)
- Running "no huddle" series

CENTER PLAY

- Stance — T exchange
- S.W. exchange — Punt pass
- P.A.T. — Wedge block
- Shoulder block (near and far)
- Post/pivot block
- Cross-body block
- Reverse cross-body block
- Pulling — Downfield block
- Blocking linebackers

OFFENSIVE LINE PLAY (Guard and Tackles)

- Stance — Starts — Pulling
- Trap block
- Shoulder block (near and far)
- Post/pivot block
- Wedge block
- Blocking linebackers
- Cross-body block
- Reverse cross-body block
- Downfield block
- Line up on ball
- Getting off on count
- Application of blocking rules to various defenses

END PLAY

- Stance — Starts
- Post/pivot block
- Wedge block
- Blocking linebackers
- Shoulder block (near and far)
- Cross-body block
- Reverse cross-body block
- Downfield block
- Covering punts
- Releasing from line
- Pass-receiving maneuvers

BACKFIELD PLAY

- Stance — Starts
- Post/pivot block
- Cross-body block
- Reverse cross-body block
- Shoulder block (near and far)
- Downfield block — Ball-handling
- Handoff — Pitchout
- Carrying out fakes
- Blocking linebackers
- Leading play
- Pass receiving
- Covering pass receivers
- Downfield laterals

- Getting off on count
- Ball-carrying techniques
- Following blockers — Keying
- Play recognition
- Punt coverage — Punt protection
- Tackling

TEAM DEFENSE

- T defenses — Playing splits
- Wing T defense
- Unbalanced line defense
- Covering split ends/flankers
- Tackling (gang) — Pass coverage
- Delaying ends
- Goal line defense
- Defensive stunts — Slanting
- Looping — Cross charge
- Keying/play recognition
- Pursuit
- Pass interception/blocking
- Punt protection

DEFENSIVE LINE PLAY

- Stance — Footwork
- Use of hands and arms
- Forearm shiver — Forearm slam
- Submarine
- Neutralize opponent's charge
- Pivot/spin out
- Gang tackling — Protect. area
- Penetration
- Playing pressure (double team)
- Penetration
- Playing pressure (double team)
- Defensing wedge
- Rushing passer — Rushing kicker
- Goal line defense
- Holding up ends
- Reacting to traps
- Keying/play recognition

PASSING GAME

- Protecting passer
- Stunts for releasing
- Receiving maneuvers
- Staying in cup
- Pass coverage (vs interceptions)
- Pass patterns

PASS DEFENSE

- Rushing passer — Holding up ends
- Covering pass receivers
- Interceptions — Playing ball
- Man-for-man coverage
- Zone coverage
- Split ends/flankers
- Screen pass — The "draw"

PUNT FORMATION

- Protecting kicker
- Downfield coverage
- Quick kick
- Reacting to blocked kick
- Fake kick/run
- Fake kick/pass
- Fake kick/reverse

PUNT DEFENSE

- Rushing kicker — vs tight punt
- vs spread punt
- Handling punt — Free catch
- Wedge return
- Sideline return
- Blocking for return

POINT AFTER TOUCHDOWN

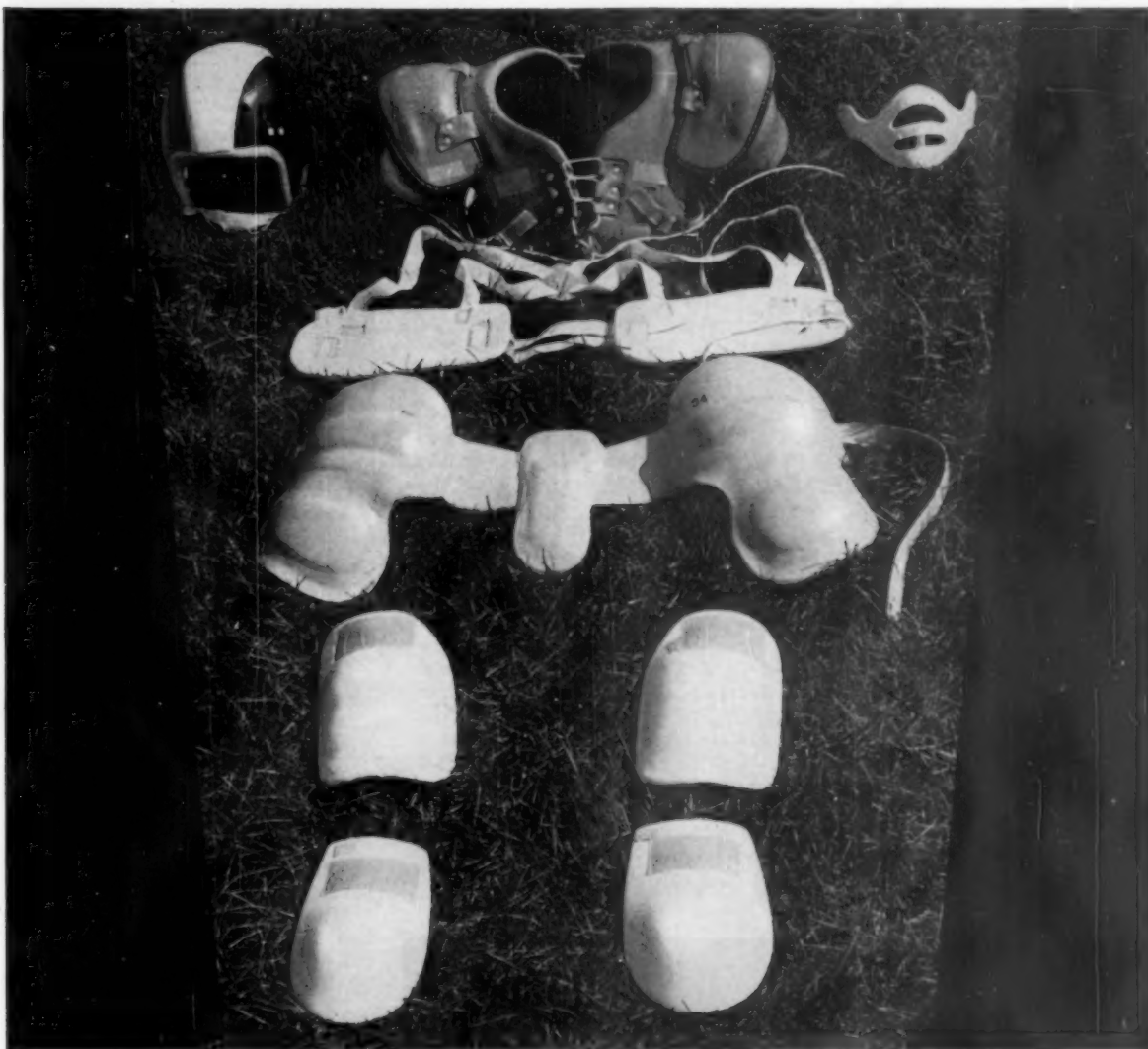
- Protecting kicker — Kicking P.A.T.
- Plunging P.A.T.
- Sweeping for P.A.T.
- Passing for P.A.T.

DEFENDING POINT AFTER TOUCHDOWN

(Concluded on page 39)

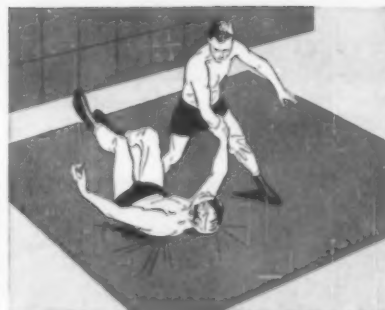
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Attacking Nine-Man Front Defenses

By **CHUCK KNOX**, Lincoln High School, Ellwood City, Pa.

WHEN the T burst into bloom back in the early 40's, it immediately upset the fine balance between offense and defense. Offense became the predominant force in the game, and continued to hold the upper hand for years.

When defense began catching up, the T branched off into its split variations and this enabled offense to maintain its edge over defense.

Somehow, somehow, however, that delicate balance always manages to be restored or even to swing the other way. And that's precisely what has happened in recent years. Defense has caught up with offense.

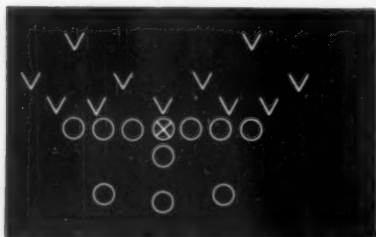
The mainspring of this defensive renaissance has been the Oklahoma 5-4 and its variations, which place nine men within proximity of the line of scrimmage. Examples of such defenses are the 5-4, 4-5, 6-3, and

7-2—all of which present a multiplicity of problems for the offense.

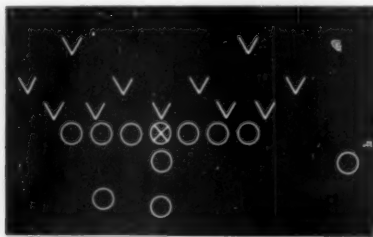
Diag. 1 offers an example of a 5-4 defensive alignment against a straight T. This defense is difficult to run against because nine men are in position close to the scrimmage line to stop running plays. At the same time, it's difficult to pass against because the offense can only get the two ends deep quickly, and the defense has two men deep to cover them.

In order to combat this type of defense, the offense must create situations that force the defense to deviate from its nine-man front.

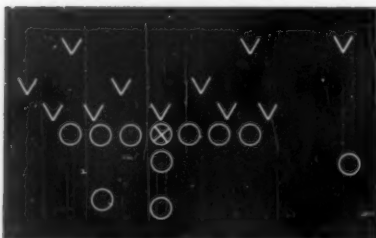
One way to do this is to flank the halfbacks, and thus necessitate a defensive adjustment. After the defense has made an adjustment and therefore committed itself, the offense can attack that part of the



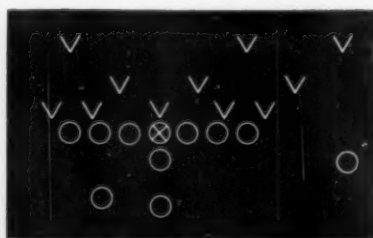
Diag. 1: Example of 5-4 defensive alignment against a straight T.



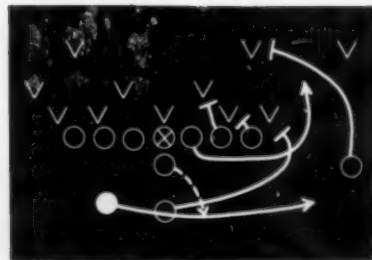
Diag. 2: Right halfback flanked 8 to 10 yards beyond his end.



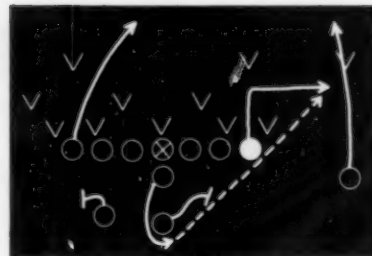
Diag. 3: Defense reacting to pass threat by loosening up corner man.



Diag. 4: Defense making complete rotation to the flankered back.



Diag. 5: Flanker going deep, then turning in to block safety man.



Diag. 6: Pass after creating man-for-man coverage of flanker back.

defense which has been weakened by the change.

Whenever we're faced with a nine-man front, the first thing we do is flank a halfback to his same side. We usually put the halfback out about eight to ten yards beyond his end. **Diag. 2** shows the right halfback flanked to his right.

The defense will usually react in one of two ways to cover the threat of three possible receivers deep on a pass play. They can either loosen up their corner man, as in **Diag. 3**, or make a complete rotation to the flankered back, as in **Diag. 4**.

Either one of these changes in the basic alignment will present weaknesses which can now be exploited by the offense team.

If the defense loosens up its corner man so that he moves out to cover the flanker, it has weakened itself considerably on that side. The corner man who has moved out will probably key the flanker and cover him man-for-man on passes.

Therefore, when we run to that side, our flankered back will run down the field simulating a pass, hoping to drive the corner man deep. He'll then turn in and block the safety man to his side, as shown in **Diag. 5**.

Utilizing the same basic offensive maneuver, we'll throw the pass shown in **Diag. 6**. What we're attempting to do is create a man-for-man coverage of our flanker by the corner man. By sending the flanker deep, we're driving the corner man with him and then hitting the right end on a down-and-out pattern (Concluded on page 62)

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The second edition of Bucher's FOUNDATIONS OF PHYSICAL EDUCATION introduces the student majoring in physical education and group leaders to the field of physical education and discusses its relationship to such areas as health, recreation, camping and outdoor education. This book was designed as a textbook for college "Introduction" courses. Carefully-organized and written in a very-readable style, this text answers your students' questions

on the nature, scope, history, philosophy and objectives of physical education. It describes the duties, qualifications and job opportunities for those in the field and concludes with the current trends and challenges to the profession.

By CHARLES A. BUCHER, A.B., M.A., Ed.D., Associate Professor of Education and Coordinator of Undergraduate and Graduate Physical Education for Men and Women, School of Education, New York University. 1956, 2nd edition, 456 pages, 6 3/4" x 9 3/4", illustrated. Price, \$5.75.

METHODS AND MATERIALS IN PHYSICAL EDUCATION AND RECREATION

Edited by Charles A. Bucher with 16 Contributors

Written as a textbook for college courses in "Physical Education Methods" for students preparing to teach at the elementary and secondary levels, this book points out the goals of both physical education and recreation and discusses the methods and materials needed in both areas. Written by 16 qualified authors in the fields in which they specialize, this text gives your students a closer understanding of the relationships between the areas of physical education and recreation work with the emphasis on teaching

and the methods depicted in detail. It presents trends in planning, an activity program adaptable to an entire community, lists over 100 different activities for every age group—from moderate to strenuous—with limited or unlimited equipment.

By CHARLES A. BUCHER, A.B., M.A., Ed.D., Associate Professor of Education and Coordinator of Undergraduate and Graduate Physical Education for Men and Women, School of Education, New York University. 1954, 422 pages, 6 3/4" x 9 3/4", illustrated. Price, \$4.00.

Turner-Sellery-Smith SCHOOL HEALTH AND HEALTH EDUCATION

A pioneer in health education texts, SCHOOL HEALTH AND HEALTH EDUCATION is designed as a textbook for college courses in "Health Methods" for those preparing to teach in elementary and secondary schools.

This book presents the broad perspective of the total school health program and emphasizes the value of coordination among the wide network of people who help influence and promote good health habits. Arranged for teaching ease, this revision starts with historical background, adequately discusses both methods and materials to be used, gives

concrete examples of methods in use and concludes with an evaluation of the school health program. New material on mental health and family-life education add to the completeness of this revision.

By C. E. TURNER, A.M., Ed.M., D.Sc., Dr.P.H., Professor of Public Health, Emeritus, Massachusetts Institute of Technology; Chief Advisor, International Union for Health Education, World Health Organization; C. MORLEY SELLERY, A.B., M.D., Director of Health Education and Health Services, Los Angeles City Schools; and SARA LOUISE SMITH, M.A., Ed.D., Professor and Head, Health Education Department, Florida State University. 1957, 3rd edition, 466 pages, 5 1/2" x 8 1/2", illustrated. Price, \$4.00.

Langton-Anderson HEALTH PRINCIPLES AND PRACTICE

Using the health principles and practices rather than the traditional physiology approach, the 2nd edition of this book deals with the vital health areas significant to youth. HEALTH PRINCIPLES AND PRACTICE is a textbook for college courses in "Personal and Community Hygiene". The book deals with such vital health topics as fundamentals of personal health, heredity and eugenics in health, mental health of the normal individual, and includes a wholesome and informative discussion of sex and repro-

duction—including a section on preparation for marriage.

By C. V. LANGTON, B.S., M.S., Dr.P.H., Ed.D., Director of Physical Education, Oregon State College; Formerly Visiting Professor, University of Michigan and University of Hawaii; and C. L. ANDERSON, B.S., M.S., Dr.P.H., Professor of Hygiene and Health Education and Chairman of Hygiene and Environmental Sanitation, Oregon State College; Formerly Professor of Biological Science and Health Education, Michigan State University; Head and Professor of Physiology, Hygiene, and Public Health, Utah State University; Visiting Professor, University of Utah and University of the State of New York. 1957, 2nd edition, 490 pages, 5 1/2" x 8 1/2", 60 illustrations. Price, \$4.75.

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played in recreation rooms and many more adaptable to a limited play area. Every activity has been child-tested by the authors working directly with the children.

By PATRIC RUTH O'KEEFE, Ph.D., Director of Health and Physical Education, Kansas City, Missouri, Public Schools; and ANITA ALDRICH, M.A., Supervisor of Health and Physical Education, Kansas City, Missouri, Public Schools. 1955, 2nd edition, 331 pages, 5 1/2" x 8 1/2", 134 illustrations. Price, \$4.50.

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By using graphic illustrations effectively, KINESIOLOGY MANUAL describes the origin, insertion and action of muscles used in sports. The 3rd edition of this book is designed especially for college courses in "Kinesiology." Unique in its presentation, this book illustrates through a complete analysis of one activity—the golf drive—how all

sports can be analyzed. In cases where weaknesses are discovered, this text prescribes exercises for weak individual or group muscles.

By LEON G. KRANZ, M.S., Professor of Physical Education and Chairman of the Department, Northwestern University, Evanston, Illinois. 1956, 3rd edition, 224 pages, 7 3/4" x 10 1/2", illustrated. Price, \$3.75.

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Scouting Aids in Track

*A careful analysis of your foes' strengths
and weaknesses plus the meet conditions
can spell the difference in close meets*

WHEN one of our rival coaches commented recently, "If I had known you were going to shift that boy to the 300, I would have put my kid into the 600 and beaten you," he was proving two things: his coaching astuteness and the value of scouting in track.

The fact that he hadn't scouted our weakness while we had scouted his gave us a championship and made him settle for the runner-up spot. This was just one more illustration of the value of scouting in track.

It would be difficult to name a successful football coach who doesn't scout his opponents carefully and systematically. And we at Concord High are convinced that our success in track is due in part to our careful analysis of opponents' strengths and weaknesses.

Scouting alone cannot do the trick any more than it can in football, but it should be a very important part of your planning. The more closely matched you and your opponents happen to be, the more valuable can be a careful scouting analysis.

Good football scouting attempts to point out your rivals' main threats and to pinpoint their individual weaknesses. It's in the analysis of individual weaknesses that track scouting can best be utilized. Make it a part of your job to see opposing teams in their dual or big meet competition and you'll sometimes win meets that ordinarily would go to your opponents.

Begin your work by watching starts. Notice carefully how your rival school's trackmen leave a mark. Be sure to watch for this in all running events, not just sprints. As you watch the middle distance

runners leave the mark and race for position, check closely the approximate distance they sprint to get into position. Check carefully on whether they seem to like to get out in front immediately or whether they prefer to run from behind and strike in the late stages of the race.

In our scouting, we like to see what position our opponents like to take. We pay close attention to their sense of pace, their favorite spot at which to start a finishing kick, their reaction to a challenge presented in different stages of the race, their tendency to be thrown off stride by a short-gaited opponent in front of them, and other such points of value in planning how to run against them.

One of the oldest tricks against an opponent who lacks a sense of pace is to send out a "rabbit." Boys who are well-coached aren't likely to fall for such an obvious trick today. But like the old statue-of-liberty play in football, there are variations that still work against the unwary.

It's useful to observe whether your opponent can be lured into following a pace that's too fast for his good. Once you ascertain such an opportunity, you should capitalize on it, if possible, with a "rabbit." Select a boy who can carry a fast pace, moving him from a lower event in which he's not likely to score.

His job is not to rush wildly to the front and open up a tremendous lead, making it evident that he can never last the distance. He should go out in front quickly and run in such a way as to make your opponent begin to worry about his lead and be lured into trying to close the gap early.

The boy you're expecting to score should know the pace and keep his own race under control. He should make his move from a good striking position at the time the opposing boy has begun to feel the effects of the pace he has been trying to follow. The fact that your good boy can be induced to relax a little, since he knows he won't be setting a pace, is a hidden advantage for him.

He'll often be planning his move at the right time instead of worrying about his aches and pains. If you can focus his attention upon the plan rather than upon his condition at a given stage in the race, he can frequently run a better race. Scouting can uncover such possibilities of strategy, especially in middle distances and distance races.

It's also extremely helpful to notice just when an opponent likes to start a finishing kick. This knowledge can be turned to advantage by planning your boy's move to upset his opponent's plan. High school runners can often be upset by being jumped just before making their own move.

Good runners will, of course, meet any challenge in the last lap of an indoor race or in the last 220 of any outdoor race. But green high school runners can often be thrown into panic by an unexpected move which presents the prospect of a longer finish fight than expected. Even the sudden unexpected move can give your boy an extra stride or two advantage before the opponent reacts to meet the move.

Valuable information can be gleaned by noticing how runners react to challenges in the body of the race. It's very helpful to know that your opponent can be lured into running wide for any appreciable distance when challenged during the middle of a race.

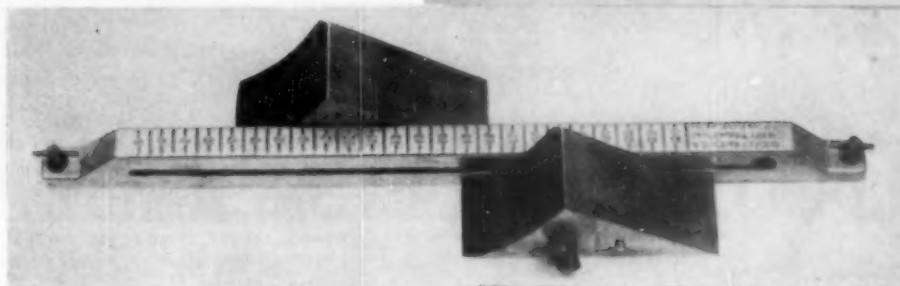
If your boy has the pole and can step up his pace to make his opponent run wide, he's really forcing that boy to run extra distance. That can be mighty important at the end of the race.

If you observe that an opponent likes to hang back without regard for the type of boy directly in front of him, you can use this fault to advantage. I've seen some mighty promising distance men make the

By W. HAROLD O'CONNOR, Coach, Concord (Mass.) High School

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6. By improving performance and systematizing the running of big meets, Arnett Blocks increase attendance and puts track and field on a paying basis.

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HOW ARNETT BLOCKS Are Helpful to All Types of Runners



FIG. 1, For Stumbling Runner: Toes and cleats of front foot are on ground.

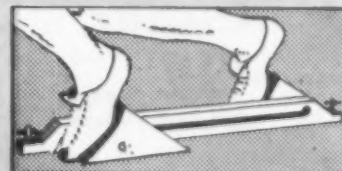


FIG. 2, For Bob-Up Runner: Toe barely touches ground; cleats on rubber pad.

ASSEMBLY INSTRUCTIONS: Side Blocks—square holes to inside. Large washer inside center rail. Small washer under wing nut.

Use a plastic-headed Stanley hammer No. 595, obtainable at a tool supply store.

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GAME



AFTER GAME



AFTER GAME



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wear

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#93 Same as above with elastic welt sta-up top.

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#99 Strong, soft blend of wool, cotton, rayon and nylon. 9" top, sizes 9-13.



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mistake of following a short-legged opponent for lap after lap, chopping their own stride without realizing it, and then climax the error by losing the sprint to the finish.

The extent to which your opposition must double with their good men is something you also should observe. As you scout, consider what possible doubling by opponents could hurt you most. If you're aware of your own weaknesses and can see how your opponent can hurt you, you can offset some of your own boys' worries by pointing out to them that such strategy is to be expected.

If the moves aren't made by the opposing coach, you can use that point to advantage also. You can point out the failure to double to build up the confidence of your own team.

If you know in advance the time schedule of the meet, you can sometimes use your opponent's doubling to help your team. The knowledge that only limited times for recovery are available can be exploited by pitting fresh men against the tired members of the opposing team. This is especially true in setting up your relay running order.

Sometimes by knowing what opponents must double, you can determine other events the opposing coach must necessarily weaken himself in to do this. If your state or league rules place limits upon the number of events in which a boy may compete, you can sometimes offset the doubling by packing the weak events to get back the points your opposition gains by the doubling.

But, while it's important to notice whether the opposing runners are real fighters or whether certain ones are easily discouraged when someone opens up a big lead early in the race, it's also worthwhile to scout the site of the meet. A knowledge of the ground conditions can be exploited as well as a knowledge of your opposition.

High school track men are often upset by trifles or unexpected obstacles. Take a good look at such things as the take-off area in the high jump. It may well be that the length of a high jumper's approach may be hindered by the necessity of running on poor ground, crossing over the track curb, or even being backed against a fence too close for a proper approach.

You may notice that your opponent is faced with such difficulty because of the side from which he's accustomed to approach the bar. It's surprising how quickly such unexpected conditions can convert a 6' high jumper into a 5'9" jumper.

Your own boy can be encouraged by the knowledge that his angle of approach doesn't present such difficulties. In the event it's your own boy who must face the difficult approach, you can work with him on adapting his approach to the meet conditions.

Still another thing to notice about the site of the meet is any unusual factor such as the inside of the track being very close to a fence. If this is true, you may well want to change your plans about using an inside pass on the relay. With the fence close to the inside lane, a boy will find it difficult to turn to the left after making a right-to-left-hand exchange of the baton.

Scouting in track can be just as meaningful as scouting in any other sport, if you approach it with some idea of what to watch. It's by no means the solution of all of your troubles, but in close meets it may well provide the difference you need.

BROTHERHOOD THROUGH SPORTS

AN EDITORIAL

THE wonderful way all Seattle rooted for Seattle University—a Catholic school with several Negro players—in the 1958 NCAA basketball tournament moved the Reverend Darrel E. Berg, minister of the city's Ronald Methodist Church, to author these inspired words in the church publication:

"When a great national sports event such as the college basketball finals takes place, we seem to forget our denomination divisions. I should think most Protestants in this city were pulling for a team that went so far when so little was expected . . .

"In some ways the world of sport, for all its illegal subsidies, collegiate commercialism and cold competition, is doing a better job than the church. This year, for the first time in history, we had an all-Negro All-American basketball team and Elgin Baylor (the Seattle great) was one of them . . .

"One of the words we have been hearing lately is ecumenicity. For some reason I don't like the word. It is a highfallutin way of saying Christian love. For all our preaching, there is usually more genuine, inter-racial, interdenominational feeling at an athletic contest than in church.

"Why is this so? Well, for one reason, we are not trying to produce it there. We are not self-conscious about it. It is sort of byproduct. This does not mean we can quit preaching it, but that it can be preached from other places than the pulpit."

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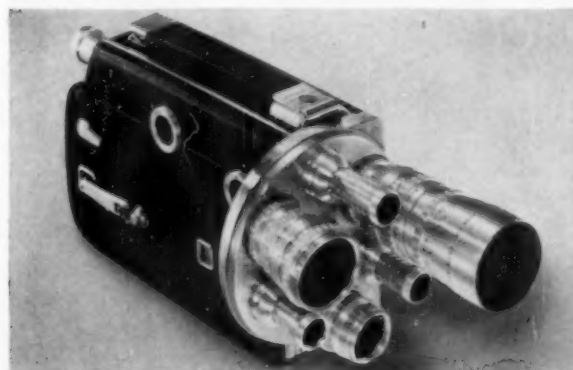
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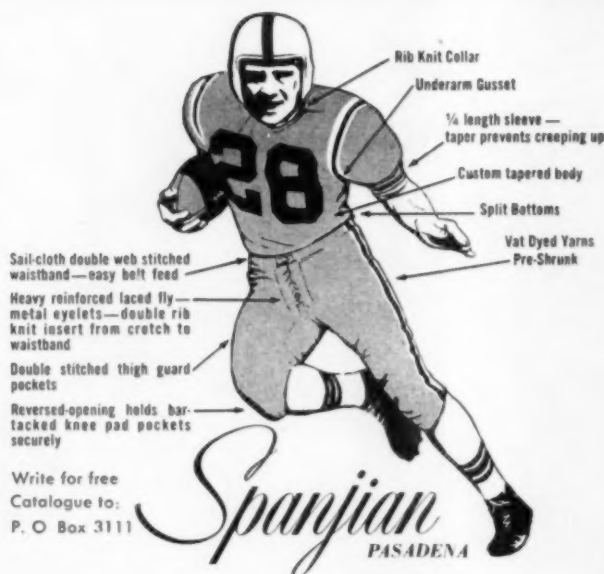
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Pre-Determine Your Option!

(Continued from page 9)

ning position and executed fewer but adequate fakes. His speed, in each case, was markedly improved. This lessened inward concern for the fake and added a fraction of a second to his speed in getting to the critical point.

Most of the time in competition, the critical point was actually brought in closer to his original starting position. Thus, most of a valuable second was gained.

Needless to mention, the duration saved—when considered in units of possible linear distance traversed—could mean up to approximately five yards. Or looking at it in another way: The defensive man could possibly be five yards behind in his movements, while the offensive man could be five yards ahead. Not only could the blocks be expedited for the blockers, but added pressure could be exerted on the reacting defensive halfback.

One may logically ask: "Is pre-determining always sound?" In case the play cannot be carried out as planned, we shall consider the alternative—individual reaction in the proper manner at the point of decision.

SPLIT-SECOND TIMING

A large degree of failure on options is due to loss of split-second timing at and immediately after the critical point of decision. The reasons seem to go like this: First, the keener competition becomes, the earlier the critical point decisions will usually come and the faster the play will be pressed for development. Thus, more mistakes can naturally be expected in critical execution.

Secondly, most players wait until the situation is upon them before turning their thoughts to playing it. For example, when the quarterback runs the option keep-or-pitch, he must wait until the end is nearly upon him. The better the competition, the faster the situation will confront the quarterback. But his thoughts, or mental pathways, don't speed up to help him cope with the situation.

The real mistakes that are made don't stem so much from the speed of approaching decision as from the speed of decision at the critical point. The problem lies in the fact that the mental pathways aren't

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tapped or arranged early enough to give the quarterback the advantage.

The equal defensive end has relatively nothing on his mind and is pushing a decision. The quarterback should not let the end play him, but should play the end. He should start in and if the end comes in, then pitch—if not, keep. This is what some coaches have their quarterbacks do, but with little thought of exactly *why*.

Actually, all options should be pre-determined. In other words, if you eliminate the thought that there's no such thing as a true option, the situations will still arise as one runs the play, but coping with the critical point will be easy and the necessary split-second timing can be achieved even against superior competition. *You're playing the defense instead of the defense playing you.*

PRE-DETERMINATION EXAMPLE

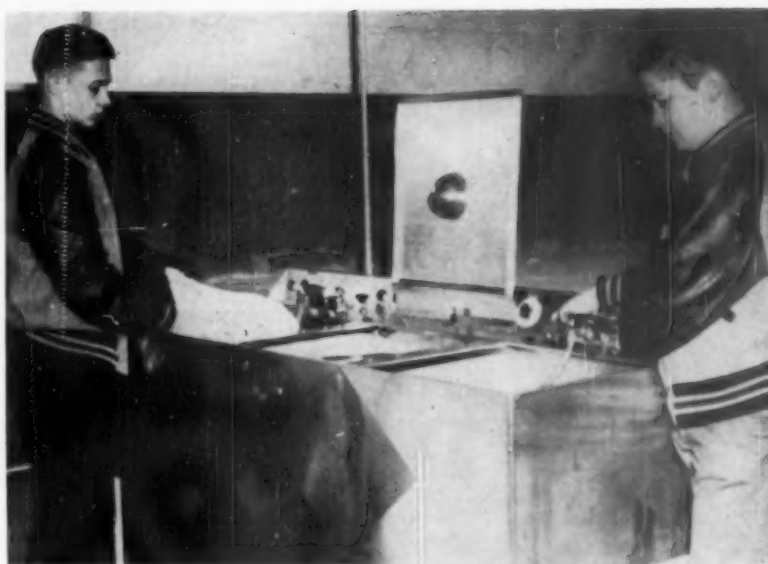
A good example of the theory of pre-determining is as follows: If you're running the pass-or-end-run option, start with the idea of what you want to do in the huddle. What was the situation originally best designed for? Pass or end run?

Or, in other words, what reason did the quarterback have for calling the play? If the halfback was moving up well and making tackles on the line of scrimmage, we might well call the option pass. Therefore, the qb carries exactly as a run, without the half-pass and half-run faking. Then, as the defensive halfback makes his decision to come up for the tackle, the passer throws.

If the halfback makes the decision to cover the receiver, the stage is set for the run, as it was before, and little thought or hesitation is needed before cutting up field. Also, the speed of forcing the critical point on the defense is faster due to the way the ball is carried and the mental attitude of the runner. It goes without saying that mental attitude greatly affects speed.

Let's look at another somewhat different option play. If a defensive end on a six-man line has inside and outside responsibility, he can best cover his ground by playing the play coming at him rather than letting it play him. By this token he says to himself, "I will fake in, but will be ready to go outside."

He's now ready for the play if it goes outside and has a thought of how he's going to change position. Since he's ready with the footwork, he's ready to come back to an inside position faster than if he had no



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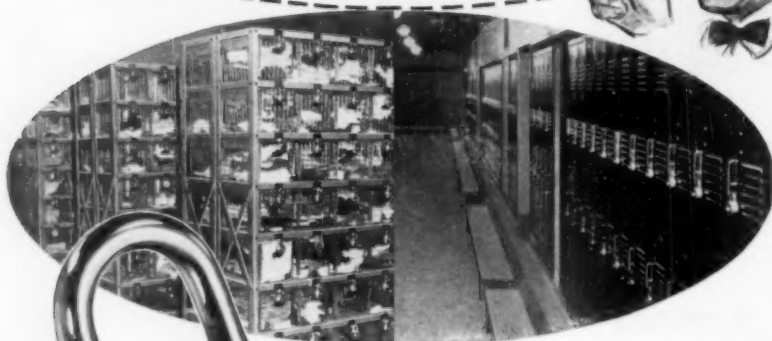
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thought pattern. He could work this pattern in reverse if he desired.

An experienced back does this predetermining all the time on an end run. To set up his blocks, he fakes in and goes outside, or fakes outside and goes in. He's playing the defense.

It's mental domination of the situation that gives the edge to either offense or defense. If one didn't think of the situation until it was upon him, he'd be making mistakes. He has made mistakes in the past. This is why he pre-decides.

Think of the baseball fielder who hasn't learned to think ahead a play. Or picture a baserunner who takes off on the steal when he's reasonably sure the pitcher won't throw to the base.

BASIS FOR ACTION

What gives him a basis for his action? It's this: After getting a good lead with no intentions of going down, he entices the pitcher to play for him. Being ready, he gets back to the base easily. Now he wants to go down to second. So he takes a shorter lead; maybe he's even close enough to the base to get away with a little motion to second. Then as the pitcher lifts his leg or starts forward with it, or when his particular cue comes, he goes down.

By the same token, a pitcher can play the baserunner. Again it isn't a true option, but a foxing game. If he plans to make a play at first, the pitcher will pretend to concentrate on the plate, and throw to first at the most unlikely moment. If he plans to pitch to the batter, he'll hold the runner on first with head and eyes, but with little concentration on the base.

They both do this because they've learned through experience that by trying to make a spot or unhearsd decision, they get less of a start on the final option. This quality seems to go with experience. Yet little mention is made of this truth in football options.

Here's another example of pre-determination: Assume there are two major theories of blocking in the line. One theory advocates that the offensive man fire out straight into the middle of the defensive man with the idea of taking him left or right, according to the defensive man's play or of the offensive plan at the start of the play.

Thus, the defensive man is actually playing the offensive man, instead of vice-versa. Hence, when the instant comes to take the defensive man left or right, the feet

are not in the best possible position to do it but are geared for straight-ahead blocking. Also, the defensive man has a chance to move in the direction he chooses before the offensive man.

Again, pre-determining a block left or right and taking the step needed for best position to do the job, is most advantageous. This theory gives the advantage to the offense, enabling them to start immediately executing on the line.

It also gives the back a chance to fake a little to the opposite side and not lose speed, whereas a stutter or point of sub-maximal acceleration was previously required — forcing the back and lineman to lose some potential advantage.

Even in the regular passing game, it seems that the most effective passes are thrown after a pre-determined quick fake to a receiver in another zone. These passes are thrown just as fast as any other.

Where the passer waits until the receivers get into the open before deciding on his target, by the time he sees the opening, decides to throw, and then throws, the advantage frequently is lost as the slowness of the play permits the halfback to recover from his error. This is another example of poor execution due to not having a tentative decision and an opposite fake.

Smoother short and middle distance passes are also effectuated by pre-determining and faking the defense. Even if the situation doesn't develop, the mental pathways are established and a faster alternate decision can be reached by the passer.

Remember, we're assuming the passer isn't superior to the defense. He may even be inferior. The superior passer can look and hit and the coach has no coaching worries.

Mental uncertainty is dangerous in athletics. As has been pointed out, the experienced player pre-determines, fakes opposite, and executes—maybe even with more than one fake. The undecided or inexperienced athlete fakes both ways, usually more than necessary, and often ends up undecided at the critical point, consequently looking bad as he loses the mental edge.

Have the boys pre-decide, fake opposite, and then execute with the speed and preciseness of good decisions. If something goes wrong, the alternate plan is in mind and ready for action.

The option plays should be those reliables that can be used against superior competition.

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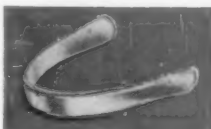
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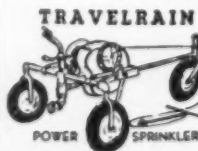
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Green Bay Packers' False Trap

(Continued from page 11)

end with the ability to catch; and we use him either on the line or in the backfield, depending on the play.

Our ends are split out wide, due to the fact they're light and not very good blockers against the big defensive ends. Many pro ends, in fact, were running halfbacks in college, but all can catch the ball real good. Examples are Max McGee, Elroy Hirsch, and Kyle Rote.

The accompanying diagrams illustrate how the play works from a halfback-set backfield, a split backfield, and a solid backfield.

We like to run it with the fullback in the carrying spot, since he's generally a stronger runner. We've also used a break-away runner to carry the ball. But he hasn't been as effective. Those light and fast backs are apt to be racked up when hit on a straight hand-off by a tackle weighing 270 pounds or more. A fullback weighing 220 pounds with good legs and a fast start is more suitable, since it takes more than a strong arm to bring him down.

HOW THE PLAY WORKS

Now let's see how the play actually works (against the typical pro 4-3-4 defense):

Left Guard: Drop-steps back and blocks the first man to the left of his tackle on the line of scrimmage.

Left Tackle: Blocks the first linebacker in his area (from center to the left end).

Left End (Slot Back): Goes at the linebacker, fakes a block, and peels off as if to go downfield for a pass.

Center: Influence-blocks the man to his right on an even line, then slips off and blocks the middle linebacker away from the play. Against an odd-man line, he blocks the man over him, then goes at the linebacker and blocks to his left.

Right Guard: Pulls and blocks the first man to his left beyond the center (including shooting linebackers).

Right Tackle: Blocks the first man over him or on his right away from the play.

Spread Right End: Runs a pass maneuver at the halfback covering him away from the play. He stays ready to block where needed after the play breaks. (The timing of the play is worked out in scrimmage.)

Flanked Left Half: Plays the same as the spread right end.

Quarterback: Reverse-pivots and steps back, allowing the right guard room to trap. He hands the ball to the fullback, who steps toward the line and then veers sharply for the hole. The qb then gives a clean right hand to the right half cutting behind the fullback. He adds to the deception by shooting a sneak look at the right half, as if the latter had the ball. Following this, the qb goes back and sets up as if to pass, making the secondary pass-conscious—thus allowing the ends and halfback to get in position to block.

Right Half: Runs as if on a trap to the left. After taking three steps after the fake hand-off, he sets up as if to pass-block.

Fullback: Takes a step directly at the quarterback. After receiving the ball, he covers it up and veers toward the inside leg of the right tackle. He keeps covered up until he gets past the line of scrimmage, then goes for broke. He remains a power runner until he clears the line.

One of the nicer things about this play, as I mentioned before, is that it capitalizes upon the tools of the opposing coach. Certain coaches tell their guard and tackle to fight pressure and seal to the inside. Others tell their linebackers to follow the guards.

Thus, when your center influence-blocks the man over him or to the far side of the pulling guard, the opponent will—following the right half fake—seal to the inside. The next thing the fellow knows is that the fullback is tearing by him with the ball!

Football Check-List

(Continued from page 24)


- Rushing kicker
- Pass/run coverage
- Plunge protection

KICKOFF

- Lining up/release downfield
- Interior coverage
- Gang tackling — Wave coverage
- Sideline coverage
- Safety coverage — Holding ball
- Kicking ball
- Onside kick — Kicking away from dangerous receivers

KICKOFF RETURNS

- Handling kick
- Blocking on kickoff
- Sideline return — Wedge return
- Criss-cross return
- Playing onside kick



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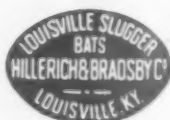
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The asterisks mean call a physician at once.

Abrasions, Floor or Cinder Burns: Wash with soap and water. Hold under cold water faucet. Apply sterile gauze dressing. If extensive or deep,*

Black Eye: Apply ice bag or cold cloth for 30 minutes. If skin is broken, treat same as cut. If vision is impaired,*

Blisters (Severe): Wash with soap and water. Protect from further friction.*

Bone Bruises: Apply ice bag or cold cloth for 30 minutes. Protect from further injury with rubber pad taped over area. If severe,*

Broken Nose: Apply cold, wet cloths over nose.*

Broken Teeth: Cover with sterile gauze. If tooth or teeth are completely removed from socket, save. If displaced from normal position by trauma or if bone fragments appear around tooth, do not disturb. See dentist at once.

Bruises, Charleyhorses and Other Contusions: Apply ice bag or cold cloth for 30 minutes. Protect from further injury with sponge rubber pad taped over the area. If severe,*

Concussion (Knocked Out): Keep patient flat. Check airway. Cover with blanket. Apply cold cloths to forehead.*

Cramps (Muscle): Contract antagonistic (opposite) muscles forcefully. Firm hand pressure on cramped muscles. If recurs, see physician.

Cuts (Open and Small): Wash with soap and water. Hold under cold water faucet. Apply sterile gauze dressing. If bleeding is severe, or cuts are extensive, use sterile pressure bandage and *.

Debris in Eye: Remove foreign bodies by gently touching with point of clean handkerchief or wash with cold water. Never rub eye. If unsuccessful,*

Dislocation: Gently apply ice bag or cold cloths to reduce swelling.*

Exhaustion (Heat): Place patient in shade with head low. Loosen clothing. Contact physician unless recovery is prompt.

Fractures: Don't move patient if fracture of leg, back, head or skull is suspected.*

Knockouts (Solar Plexus): Place patient on back. Loosen clothing around waist and chest. Moisten face with cold water.*

Limeburns: Wash thoroughly with water. Apply sterile gauze dressing.*

Mouth Wounds (Split Lip and Bitten Tongue): Wash with cold water. If excessive bleeding, apply sterile gauze pressure pad and see physician or dentist.

Muscle Pulls and Strains: Apply ice compresses, ice packs or cold cloths for 30 minutes after injury. Elevate injured part. If severe,*

Spike Wounds, Cleat Wounds and Other Puncture Wounds: Wash with soap and water. Hold under cold water faucet. Apply sterile dressing and *.

Sprains: Support or elevate injured part. Apply ice compresses, ice bag or cold cloths for 30 minutes right after injury and apply pressure bandage. If swelling or discoloration is unusual, don't use injured part until seen by physician.

Sunburn (Severe): Apply sterile gauze dressing and *.

Sunstroke: Place patient flat. Loosen clothing and keep in shade. Sponge with cold water and *.

Testicular Area (Scrotal): Lay patient down and apply ice bag or cold cloths to pain area. If recovery is not immediate,*

Unconsciousness: Never give anything by mouth. Place patient with head turned slightly to one side. Loosen clothing and *.

Deception in the Kick-off

(Continued from page 7)

at the spot where the opponents' 40 joins the sideline.

Kicker A aims for Area A. Every team has several boys who can learn this job. The ball should be bumped only hard enough to cause it to roll beyond the 50; we try to make it roll dead on the 45. The kicker should align the ball with the point where the 40-yard line intersects the sideline.

As you can see by the diagram, Kicker B should be the most able kick-off man. In college, we have him kick for the corner—if he's capable of consistently placing the ball in the end zone. If he doesn't kick far enough for this purpose, we ask him to aim for the goal-line flag.

The objective of both is to force the receiver to field the ball while running toward the sideline, with the possibility of stepping out of bounds. At worst, on an accurate kick, he'll have to stop and change direction before beginning the return. If the ball isn't fielded, there's still a chance of a touch-back, since it may go out of bounds behind the goal line. Another possibility is for the touched ball to roll out of bounds behind the 20.

The college kicker has the advantage on an accurate corner kick, since the rules allow for one inaccurate kick. The corner kick probably isn't wise in high school because of the rules.

If B is assigned to kick off, he runs toward the ball and boots it—with neither A nor C making any movement. If A or C is to kick, B still runs toward the ball but gives an oral signal when about five yards from the ball. At this signal, the designated kicker will take the usual place-kick steps and execute the boot.

Assignments of Other Players: With the exception of the three potential kickers (A, B, and C), all members of the kicking team assume the crouch position that affords the fastest start. All players except long-kicker B are on the 39-yard line and react to the kicking of the ball. They charge straight down the field for the first five to ten yards and then cover the kick.

This isn't necessary for all, if a definite kick is called before the team lines up. However, a weakness often develops when the receivers

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LENGTH: 45 inches. Available in other lengths on special order.
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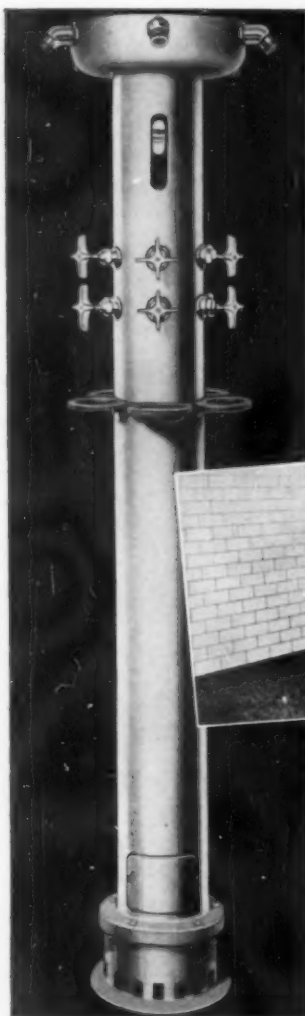
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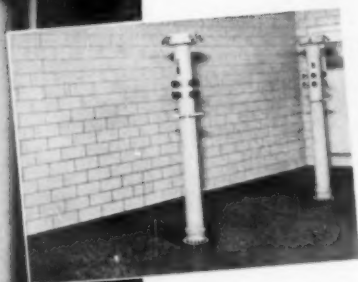
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adjust to the location of the ball, and the kick is frequently called after the ball is ready for play—with only the three kickers knowing what it is.

Players 1, 2, 3, 4, and 5 should be the fastest on the team. If the kick is into Area C, number 1 has the responsibility of not letting the ball go out of bounds, while players 2 and 3 try to secure possession of the ball and/or cause a fumble.

On a kick into Area A, players 4 and 5 have the major responsibility of securing possession and keeping the ball in bounds. In this situation, C and B are primarily responsible for runbacks from Area A.

Kick-offs into Area B are covered just as for any other long kick. A or C (or both) are in good position to be safety men.

Further opportunities of securing possession may result from the adjustment of the receivers. Any of the three kickers may be able to kick into the middle if the linemen spread themselves too wide.

Additional deception may be secured by adding a fourth kicker to kick toward the goal line on the side of the field opposite Area B.

After a kick-off out-of-bounds in college or after the first kick-off in high school, it's often sound strategy to have B kick toward the goal posts.

The following advantages may be gleaned by using one long kicker and two short kickers as described herein:

1. Nothing is lost if the long kick-off man makes the usual kick.
2. When a short kick-off man executes the kick, linemen are often forced to field the ball—which frequently produces fumbles and loss of possession. How many coaches want their guards or tackles serving as safety men on punts? Yet this is exactly the situation at times.

In fact, it's possible for a member of the kicking team to field the kick-off before it strikes the ground. This is illegal, of course, but it isn't illegal to tackle the receiver immediately upon his reception of the ball.

This situation can be alleviated somewhat by deploying backs and ends at strategic points. In two-platoon football, backs may be used instead of linemen to return the kickoff. But considerable blocking ability will be lost. Even with the foregoing adjustments, the kickers will lose only one advantage; and that will be the surprise element—which doesn't last long with present-day scouting anyway.

3. College teams have another advantage over high school teams.



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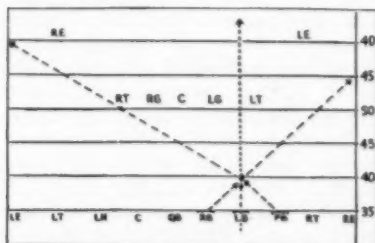
In college, a kick-off touched or fumbled by a receiver before going out-of-bounds is played from the spot from which it goes out. If not touched before going out, the kick is made again. In high school football the ball, in both cases, is placed on the receivers' 40-yard line—providing the kick goes beyond the 40.

That's why it pays for the college team to aim for the corner of the field on the long kick. If a high school kicker can place the ball in the end zone consistently, you don't need any deception except when you wish to gain possession. This one point makes it important to line up in a deceptive manner on all kicks, plus the fact that all kickers occasionally fail to boot the ball the desired distance.

4. Organized kick-off returns are hard to execute.

DARTMOUTH'S MODUS OPERANDI

Probably the game's most successful kick-off strategist is Dartmouth's Bob Blackman. In his first year at Hanover (1955), his Indians recovered seven out of 11 onside attempts. The following season they retrieved five out of seven, and last year they reaped another harvest of onside retrieves.



As shown in the diagram, Dartmouth usually kicks off from the right hash mark. Like Troy State, they line up with three possible kickers—the main kick-off man (usually the left guard), a “right kicker” (the fullback), and a “left kicker” (the right guard). To prevent any give-aways, the middle or main kick-off man always tees up the ball, positioning it as straight up and down as possible.

The right and left kickers approach the ball at 45° angles, timing their approach so that they and the main kicker reach the ball and start swinging their kicking foot at the same instant. Two of them halt at this point and the third man swings into the ball, deliberately topping it. This conceals the direction of the kick until the last possible moment.

When the ball is booted force-
(Concluded on page 49)

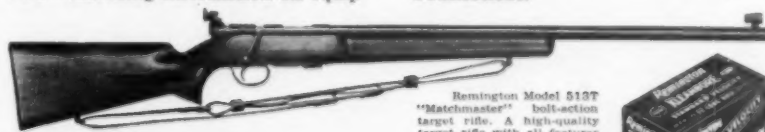
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Ernie Davis (Elmira Free Academy) N. Y.	6.2	Jim Flynn
Dave DeBusschere (Austin) Detroit, Mich.	6.5½	Charles Hollosy
Jackie Foley (Assumption) Worcester, Mass.	6.5	Charles Bibaud
Norman Grow (Foley) Minn.	6.5	Virg Trewick
Willie Hall (Abp. Molloy) New York City	6.4	Lou Carnesecca
Phil Hart (El Cerrito) Calif.	6.3	Ed Collins
Wayne Hightower (Overbrook) Phila., Pa.	6.8	Paul Ward
Herman Keller (Newport News) Va.	6.4	Lefty Driesell
Gene Kunz (Ogden) Utah	6.3	Mark S. Ballit
Jerry Lucas (Middletown) O.	6.9½	Paul Walker
Mike McCoy (South Side) Fort Wayne, Ind.	7.0	Donald C. Reichert
Bill McGill (Jefferson) Los Angeles, Calif.	6.11	Larry Hanson
Sandy Pomerantz (University City) Mo.	6.5½	Lloyd Brewen
John Rudometkin (Santa Maria) Calif.	6.5½	Bob McCutcheon
Rod Thorne (Princeton) W. Va.	6.4	Buster Brown
Harry Todd (Earlington) Ky.	6.8	Jim Larmouth
Charles Vaughn (Alexander) Tamms, Ill.	6.2	Scottie Lynch
Charles Warren (South) Eugene, Ore.	6.4	Henry E. Kuchera
Gary White (Midwest City) Okla.	6.5	John Pratt

THE greatest load of high school hoop talent in the land—that's Scholastic Coach's third annual All-American H. S. Squad. Made up of 20 crack sharpshooters from 17 states, the Squad averages 6-5½ in height and includes 19 seniors and a lone junior.

As in previous years, we divided the country into nine regions and picked a 15-man all-star squad for each (as shown on the facing page). From these 135 regional choices, we then culled the final 20-man All-American Squad. These final choices are denoted in heavy type.

California, with three choices, topped state honors, followed by New York with two. No other state was able to place more than one man.

A three-time All-American leads the 1958 parade—and from all reports he's likely to blossom into a three-time collegiate All-American as well. That can't be anyone but the fabulous **Jerry Lucas** of Middletown (Ohio) H. S., who's currently being "rushed" by close to 100 colleges.

The 6-9½ whiz kid paced Middletown to state titles in 1956 and '57 and to the state semi-finals the past season—knocking just about every scoring record for a loop along the way. In leading the Middies to 76 straight wins, Jerry poured in 2,460 points for a career average of 32.1 points per game—and Middletown doesn't play any softies.

Tallest of the 20 all-stars was 7-ft. **Mike McCoy**, Indiana's No. 1 cager, who led South Side of Fort Wayne to the state crown. An agile skyscraper who hits with hooks and push shots from outside as well as tips from in close, McCoy pulled down 430 rebounds during the year and had a 42 per cent shooting average.

Right behind McCoy in the tall-timber department was **Billy McGill** of Los Angeles Jefferson, a 6-11 center who recovered from mid-season injuries to lead his club to a state title. McGill and Lucas are the only All-American repeaters from 1957.

One of the two "small" men on

**All-Americans denoted by asterisks*

NEW ENGLAND

(Conn., Me., Mass., N. H., R. I., Vt.)

Frank Bredice (Torrington) Conn.
Maurice Gilmore (New Canaan) Conn.
Don Perno (Wilbur Cross)
New Haven, Conn.
Carmen Perrone (Bulkeley) Hartford, Conn.
Chris Heal (South Portland) Maine
Pete Kelley (Caribou) Maine
Dave Cochran (Somerville) Mass.
*Jack Foley (Assumption) Worcester, Mass.
Marshall Hamilt (Belmont) Mass.
Mike Male (Pittsfield) Mass.
Ken Hepworth (Pinkerton) Derry, N. H.
Lou Kirouac (Bradley) Manchester, N. H.
Paul Fry (South Kingstown) R. I.
Ron Stenhouse (Westerly) Mass.
Robert Sawyer (Rutland) Vt.

MIDDLE ATLANTIC

(N. J., N. Y., Pa.)

Mal Abernathy (Bloomfield) N. J.
Jack Ardon (Lakewood) N. J.
Pete Capitano (Bayonne) N. J.
Vince Brewer (Bryant) N. Y. C.
Mike Cingiser (West Hempstead) L. I., N. Y.
*Ernie Davis (Elmira Free Academy) N. Y.
John Dearie (Manhattan Prep) N. Y. C.
Jerry Filipski (Burgard) Buffalo, N. Y.
*Willie Hall (Abp. Molloy) N. Y. C.
Bill Kirwin (Mont Pleasant)
Schenectady, N. Y.
Don Walsh (Fordham Prep) N. Y. C.
Len Chappell (Portage) Pa.
Jerry Foster (Chester) Pa.
*Wayne Hightower (Overbrook)
Philadelphia, Pa.
Ollie Payne (Charleroi) Pa.

SOUTH ATLANTIC

(Dela., D. C., Md., N. C., S. C., Va., W. Va.)

Frank Shahan (Wilmington) Dela.
Tom Hoover (Carroll) Washington, D. C.
Richard Scott (Cardozo) Washington, D. C.
Roman Gabriel (New Hanover)
Wilmington, N. C.
John Key (Durham) N. C.
Tom Brown (Montgomery-Blair)
Silver Spring, Md.
*Ernie Cage (DeMatha) Hyattsville, Md.
Ed Worden (Loyola) Baltimore, Md.
Boyce Berry (Spartanburg) S. C.
Ron Byrd (Granby) Norfolk, Va.
*Herman Keller (Newport News) Va.
Kelly Sutherland (Clintwood) Va.
Paul Papovich (Flemington) W. Va.
Jerry Roy (Huntington) W. Va.
*Rod Thorne (Princeton) W. Va.

SOUTHEAST

(Ala., Fla., Ga., Ky., Miss., Tenn.)

Darrell Estes (Fayette) Ala.
Bobby Paine (Selma) Ala.
Pat Trammell (Scottsboro) Ala.
Richie Berger (Miami Beach) Fla.
Roger Strickland (Bishop Kenny)
Jacksonville, Fla.
Bobby Rascoe (Davess County)
Owensboro, Ky.
Ralph Richardson (Russell County) Ky.
*Harry Todd (Earlington) Ky.
Frank Clark (Richmond Academy)
Augusta, Ga.
Morris Mitchell (Murphy) Atlanta, Ga.
James Edwards (Coffeeville) Miss.
George Oakley (Booneville) Miss.
Charles Leonard (Kingsport) Tenn.
Eddie Test (Central) Chattanooga, Tenn.
Wicjie White (Summertown) Tenn.

EAST CENTRAL

(Ill., Ind., Mich., Minn., Ohio, Wisc.)

Jay Lovelace (Carbondale) Ill.
Doug Mills (Galesburg) Ill.
*Charles Vaughn (Alexander Cty.)
Tamm, Ill.
Terry Dischinger (Garfield)
Terre Haute, Ind.
John Kelso (Central) Fort Wayne, Ind.
*Mike McCoy (South Side) Fort Wayne, Ind.
Art Brandstatter (East Lansing) Mich.
*Dave DeBusschere (Austin Catholic)
Detroit, Mich.
Dean Anderson (Willmar) Minn.
Ray Cronk (Bemidji) Minn.
*Norman Grow (Foley) Minn.
*Jerry Lucas (Middletown) Ohio
Mel Nowell (Columbus East) Ohio
Martin Gharrity (Shawano) Wisc.
Jim Zweifel (Monticello) Wisc.

WEST CENTRAL

(Iowa, Kans., Mo., Neb., N. D., S. D.)

Gary Lorenz (Clinton) Iowa
Dave Maher (St. Mary's) Iowa City, Iowa
John Ptacek (Webster City) Iowa
Jerry Gardner (Wichita East) Kansas
Phil Heitmeyer (Wyandotte)
Kansas City, Kans.
Larry Sterlin (Scott City) Kans.
*Sandy Pomerantz (University City) Mo.
Carl Ritter (Advance) Mo.
John Windsor (Pembroke C.D.)
Kansas City, Mo.
Jay Murrell (Omaha Tech) Neb.
Jan Wall (Northeast) Lincoln, Neb.
John Butterfield (Hettinger) N. D.
Wes Hiller (Minot) N. D.
Roger Faber (Canistota) S. D.
Rex Swett (Huron) S. D.

SOUTHWEST

(Ariz., Ark., La., N. M., Okla., Tex.)

Richard Haywood (Casa Grande) Ariz.
Frank Mass (Phoenix Union) Ariz.
Tommy Boyer (Fort Smith) Ark.
Jerry Carlton (Sheridan) Ark.
Allen Morrison (Texarkana) Ark.
Edgar Barrilleaux (Franklin) La.
Bryan Pietri (DeLaSalle) New Orleans, La.
Richard Hall (Hobbs) N. M.
Jerry Kelley (Eunice) N. M.
George Kernek (Holdenville) Okla.
Bill Lucas (Tulsa Rogers) Okla.
*Gary White (Midwest City) Okla.
Carroll Broussard (Port Arthur) Tex.
Elbert Kirk (Cayuga) Tex.
Jan Loudermilk (Big Spring) Tex.

ROCKY MOUNTAIN

(Colo., Ida., Mont., Utah, Wyo.)

John Davidson (Las Animas) Colo.
Brian Etheridge (South) Denver, Colo.
Bruce Smith (Yuma) Colo.
Ben Wesley (Manual) Denver, Colo.
Gordan Haugen (Billings) Mont.
Bob O'Bilovich (Butte Public) Mont.
Dan Sullivan (Butte Central) Mont.
Don Peterson (Burley) Ida.
Rich Porter (Burley) Ida.
Karl Sorman (Bonneville) Ida.
*Gene Kunz (Ogden) Utah
Francis Nielson (San Juan) Utah
Loren Gardner (Spanish Fork) Utah
Joe Carter (Rock Springs) Wyo.
Kenny Wolf (Gillette) Wyo.

FAR WEST

(Alaska, Calif., Hawaii, Nev., Ore., Wash.)

Stu Whitehead (Juneau) Alaska
Jim Hadnot (McClymonds) Oakland, Calif.
*Phil Hart (El Cerrito) Calif.
Rich Hosley (Lincoln) San Jose, Calif.
*Bill McGill (Jefferson) Los Angeles, Calif.
*John Rudometkin (Santa Maria) Calif.
Willis Thomas (Jefferson) Los Angeles, Calif.
Edward Bento Jr., (St. Joseph) Hilo, Hawaii
Don Hampton (Las Vegas) Nev.
Glenn Moore (Klamath Falls) Ore.
Steve Pauly (Beaverton) Ore.
*Charles Warren (South Eugene) Ore.
Bill Hanson (Mercer Island) Wash.
John Meyers (Richland) Wash.
Roger Niva (Lincoln) Seattle, Wash.

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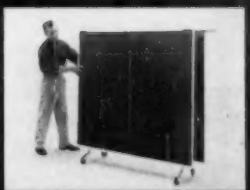
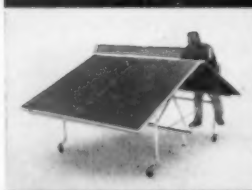
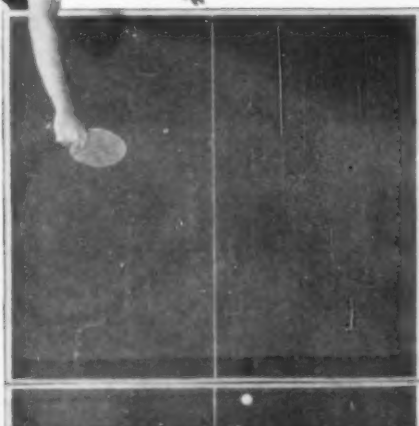
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healing of cracked, peeling toes with incredible speed! Ting dries immediately to a soothing, antiseptic powder that clings to feet... giving blessed relief for hours! Easy to apply, greaseless, stainless. At all druggists. Only 79¢. Money back if not satisfied. ©1957 Pharma-Craft Co.

the totem "poll" at 6-2, **Charles Vaughn** of Tamms, Ill., proved one of the greatest shooters ever seen in the Mid-West. Charlie hooped 3,358 points during his career, and hit on 65 per cent of his field goal tries in 1957-58. Charlie led little Tamms into the state tourney, where they finally were beaten in overtime by defending champ Herrin—though Charlie racked up 36 points.

Ernie Davis, the other 6-2 "mid-get," led Elmira (N.Y.) Free Academy to 52 in a row. This marked his second All-American designation of the year. A great end-back in football, he made *Scholastic Coach's* All-American H.S. Football Squad last fall.

Best scoring average on the honor team was recorded by **Jackie Foley** of Assumption High in Worcester, Mass. Jack almost doubled the city scoring record, hitting 920 points for a 41-point per game average!

Harry Todd of Earlington, Ky., a 6-8 center, is a three-year all-stater who notched a 23.7 point average in 150 games—giving him a career total of 3,555 points.

Norman Grow of Foley, Minn., is another hotshot scorer who piled up over 2,800 points, with a 40.1 average in league games. Grow normally played the post, but Gopher State experts feel he'll be able to go either as a front or back court man at the U. of Minnesota.

Panther-quick 6-4 **Willie Hall**, one of the truly solid all-around stars on the Squad, piloted Archbishop Molloy High of New York to an unbeaten year (32 games)—including four big post-season tourneys! Averaging a steady 22.6 points per game, Willie won most-valuable-player honors in New York City, the National Catholic Invitational Tourney, and the Marist (Eastern) Invitational Tourney.

Rod Thorne of Princeton, W. Va., the only junior on the Squad, polled more votes for the state all-star team than any player since Rod Hundley. He was a standout in his team's 25-game winning streak as a feeder, rebounder, and scorer. In the state quarterfinals, against tough Beckley, he netted 47 points.

Short shots on some of the other boys:

Ernie Cage, DeMatha H. S., is rated with Elgin Baylor and Jack George among the all-time greats of the Washington, D. C., area.

Dave DeBusschere, Detroit Austin, was a solid all-around performer who never failed to come up with his 20 points.

Phil Hart, El Cerrito, Calif., was a unanimous choice as the best player in the San Francisco area.

(Continued on page 48)

NATIONAL FEDERATION NEWS

COMPARISON of the 1947 and 1957 National Track Honor Rolls reveals a tremendous improvement in times and distances. Last spring 11 boys ran the 100 in 9.7 or under (top time in 1947), and 13 boys high jumped higher than anyone did a decade ago. Eight boys broad jumped more than 23-8, the 1947 standard, while 12 boys shot-putted over the 1947 best mark of 55-11 $\frac{1}{4}$.

This amazing progress has been due to a combination of factors such as modifications in the rules, equipment refinement, more and improved facilities, better coaching, and more participants.

Football experimentation: Tennessee will permit on a conference basis a rule which will give the trailing team the choice of receiving or defending a goal after every td or field goal. New York is considering an experiment which would have the ball declared dead whenever the kickers first touch a scrimmage kick.

Basketball experimentation has included trial use of a modified penalty rule which eliminates free throws for a common foul until after a team has committed four fouls in the half. Ball is awarded the offended team for a throw-in at midcourt.

The modified rule has been tried in several games in Indiana, Iowa, and South Dakota. Iowa observers were enthusiastic about it, while those in the other two states were in conflict, with a slight majority favoring a reduction in the number of free throws.

Swimming: The Conference for National Cooperation in Aquatics has produced bulletin board placards designed to stimulate interest in water sports. They may be obtained for 10¢ from the CNCA at 1201 16th St., N.W., Washington, D.C.

Skiing: Colorado's state skiing meet is preceded by a series of invitational meets and a state-wide clinic. The state assn. gives all possible impetus to the skiing program. Difficulties are encountered because skiing facilities aren't generally owned by the school and the equipment is considered quite expensive. The state group's program is aimed at making arrangements which meets the needs of the individual school but at the same time doesn't pressure schools into participation.

Wisconsin sponsors a ski meet in which a team consists of five boys with the top four scorers combining scores for the team mark.

Michigan reports 55,000 out of 167,000 boys enrolled in the 732 state high schools are members of some varsity squad. Two regional ski meets were again conducted by the state assn.

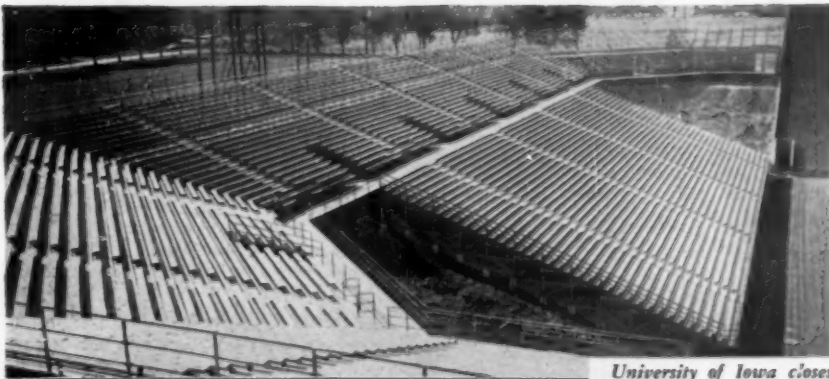
Iowa's basketball tournament manual provides that action pictures may be taken only during the first half, excepting during time-outs and when speed light cameras are used. At no time during a game may pictures be taken directly underneath baskets. Free milk is provided each player at the state tourney by the Iowa Milk Dealers and Iowa Dairy Promotion Assn.

Basket nets have improved greatly in recent years. Some judgment must be exercised in deciding whether the best length (after being hung) is 15 or 18 inches. It's sometimes claimed that a 15-inch net doesn't check the ball sufficiently. It's likewise contended that players touch the 18 inch net too often.

One factor improperly covered in the rules is the number of meshes and the number of attachment hooks on the ring to match these meshes. The best nets are 12 mesh and the best rings have either a small supplementary ring below the basket ring or else 12 clips welded to the under side of the ring. The rules may be modified to clarify this.

A 12-inch baseball code has been made available by the National Federation and allied groups. The wording and arrangement are the same as for the National Alliance edition of the baseball rules. Only the pitching and re-

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WRITE FOR BULLETIN 35

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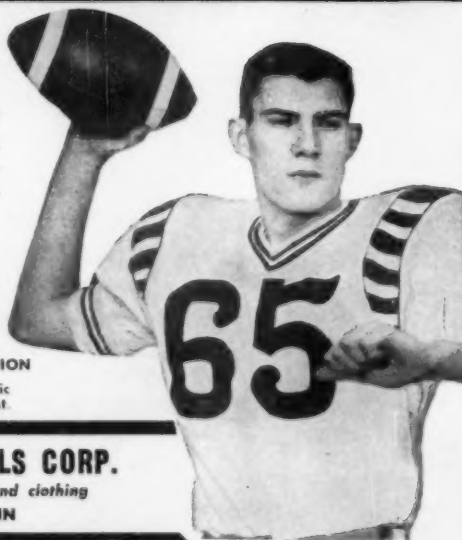
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lated rules are revised to fit the larger ball and smaller field.

High school scorers in Iowa use a uniform method to notify officials when the bonus rule goes into effect. Cards and instruction for their use are sent to all member schools by the state assn. A white card 8½" x 6" lettered with a red "H-5" signifies the home team has committed its fifth personal foul in a half. A pink card with a black "V-5" is used for the visitors. The cards are displayed on the front of the scoring table so that they're easily visible to the officials.

New York: The state assn. now requires a squad of at least 16 boys, physically fit and eligible, before a school can compete in 8-man football. Four officials are used in all 11-man football games and a physician must be in attendance. The state assn.'s amateur rule is now in force during the entire calendar year. Heretofore it was suspended during the summer vacation. The revised rule protects a participant's status for colleges and Olympic competition.

All-Star Football: Pennsylvania Secretary C. C. Thompson's summary of all-star football games for graduating seniors indicates that 21 states have no all-star games and 24 do. In 10 states, the game is sponsored by the state assn. and the coaches cooperate.

The Alliance formed by the National Federation, the NJCAA, and the NAIA was recently consolidated when both the Junior College and Inter-collegiate groups unanimously voted to adopt the Alliance football and baseball codes. This is a tremendous step forward for universal high school and college rules.

All-American Squad

(Continued from page 46)

Wayne Hightower, Philadelphia Overbrook, led his club to two city titles and is regarded as one of the most polished big men in the land.

Herman "Bucky" Keller, Newport News, was Virginia's No. 1 player for two seasons.

Sandy Pomerantz, University City, Mo., tallied 816 points for a 32.2 average.

John Rudometkin, Santa Maria, topped the old Southern California scoring mark with 966 points for a 30.2 average.

Aggressive Charlie Warren, Eugene, Ore., chalked up a 30-point average until he tore a back muscle, then tailed off to 25.9.

Gary White, Midwest City, was sensational in the Oklahoma state tourney though his team was defeated.

Gene Kunz, Ogden, Utah, was his state's most highest scorer.

Deceptive Stunts on the Kick-Off

(Continued from page 43)

fully a few inches above the mid-point, it makes for a hard, fast, low-bounding end-over-end type of kick. And because it bounds erratically, there's considerable possibility of the ball bouncing off an opposing lineman and into the hands of the kicking team.

If nobody touches the topped kick, it will usually travel end-over-end for 20 or 25 yards and then take a high bounce into the air. It will then be anybody's ball.

In the Blackman design, there are five kick-off possibilities: (1) Long cross-field inside kick to the left, (2) short angled inside kick to the right, (3) short inside kick straight ahead, (4) long normal kick downfield, and (5) long squib downfield.

Blackman says: "The ability to recover a kick-off is particularly helpful in the late minutes of the second or fourth quarters when you're behind and want one more shot at a score; or when you're ahead by a small margin and it's equally important to prevent your opponents from getting a chance to throw three or four desperation passes."

Besides enabling a team to retain possession, he points out, this type of kick-off messes up the opponents' kick-return.

"We used it once against Princeton," he says, "and next time we kicked they had four or five men planted near each sideline and only one downfield. So we kicked straight to him; and without any blockers, he had a tough time going anywhere."

Influence Blocking

(Continued from page 16)

fensive linemen. Offensive play patterns become more difficult to diagnose and as a result the defensive pursuit game never appears quite up to par.

We've found influence blocking a wonderful supplement to our basic blocking patterns. It appeals to our players because it enables them to lead defensive linemen into serious errors in judgment.

Influence blocking isn't a revolutionary new idea. Rather, it's a trend that has grown steadily over the years. Perhaps you can find a pattern in your playbook that will lend itself to the influence block.

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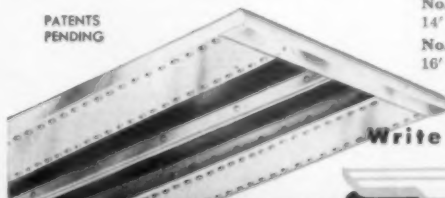
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Dick Weinert

"Benito, look! I made a hole in Juan!"

TEEING off for his first round of the season, the rank duffer swung hard missed. He grinned and tried it once more—and missed. A crowd began to gather.

The duffer missed a third swing and changed balls. Three more terrific slashes met no visible resistance. Gently the fellow laid his club on the grass and started for the clubhouse.

"Tough course," he muttered.



Stan Masters

"It's back! My slice is back!"

Iron Man. The hysterical golfer rushed into the clubhouse shouting that he had just killed his wife. "I didn't know she was behind me," he sobbed. "I started my backswing and the club hit her on the head. She was dead before she hit the ground."

"What club were you using?" asked a friend.

"The No. 2 iron."

"Oh, oh," murmured the other, "that's the club that always gets me in trouble, too."

The Great Respect. On the 15th hole, the golf nut and his partner drove across a parkway, then started after their shots. Just then a funeral cortege

streamed by. The golf nut removed his cap and bowed his head.

"Gee, feller," his partner remarked, "that's one of the nicest gestures I've ever seen!"

"Well, it isn't so much," replied the golf nut. "Come next Tuesday we'd have been married 25 years."

Moaning Low. All the inept duffer had to do to break 125 for the first time in his life was to sink a 1-footer. Trembling with excitement, he crawled around the green for 10 minutes studying the lie. Then he turned to his caddy.

"How should I play this putt, son?" he appealed.

"Keep it low," cracked the amused cynic.

Head Man. The country club's most "disturbed" golfer toured the course one morning with a fellow pulling a chaise lounge behind him.

"What's the idea?" asked a friend. "Why's your caddy dragging that couch all over the course?"

"Caddy, my foot?" snapped the other. "That's my psychiatrist!"

Fluid Drive. The female duffer was having a tough time. After flubbing an easy shot, she turned on her snickering caddy.

"If you don't stop that jabbering," she screeched, "you'll drive me out of my mind!"

"That wouldn't be no drive, ma'am," he answered. "Only a putt."

Heaven Can't Wait. The perennial scrambler was, as usual, churning up the course, leaving a trail of raw earth in his wake.

"I'd move heaven and earth to be able to break 100," he moaned to his caddy.

"You've moved all the earth there is," the caddy sadly answered, "so heaven is about all you have left."

Turn-Around. The terrible twosome were slashing their way around the course. After the first hole, the scorekeeper asked, "How many did you take on that one?"

"Nine."

"It's my hole, I took an eight."

After the next hole, the scorekeeper repeated, "How many did you take on that one?"

"Six," replied his friend.

"My hole, I only took five."

After the third hole, the scorer again asked, "How many did you take?"

"Oh, no, you don't," snapped the other. "It's my turn to ask first this time!"

Confidence. The cocky duffer teed up, looked toward the distant green, and confidently announced, "This is good for one long drive and a putt." He swung mightily and just managed to nudge the ball. It rolled about 35 feet.

Briskly he approached the ball, lined up the shot, and snapped: "Now for one helluva putt."

Prescription needed. The way some doctors play golf suggests that they have given up their practice.



Todd

"For Pete's sake, Bob, show a little consideration and stop moving around when I shoot."

NEW BOOKS ON THE SPORT SHELF

- **ACTIVE GAMES AND CONTESTS** (2nd Edition). By Richard J. Donnelly, William G. Helms, and Elmer D. Mitchell. Pp. 672. Illustrated. New York: The Ronald Press Co. \$6.50.

PLANNED for all types of play directors, this collection of about 2,000 different games, contests, and special events for all ages and occasions covers the entire scope of active play.

The book is divided into six parts: Contests between individuals; contests between groups; games resembling contests; goal, tag, and combat games; team games; and water and winter activities.

Through means of a systematic classification within the 30 chapters, the play leader can locate activities appropriate for the age groups and the program. Traditional and well-known games and contests abound, together with new, original, and unique activities.

Published originally in 1935, the book has become a standard reference work in the field and, thanks to extensive revision and reorganization, should continue to remain so for the next 25 years.

- **HOW TO BUDGET, SELECT AND ORDER ATHLETIC EQUIPMENT.** Prepared and Published by the Athletic Goods Mfrs. Assn. Pp. 45. Illustrated.

EVERONE concerned with the problems of athletic equipment administration—coaches, athletic directors, physical and recreation directors, and equipment managers—will find a gold mine of sound, practical information in this handy 8½ by 5½ inch planning and buying guide.

In 45 suggestion-packed pages, the Athletic Goods Mfrs. Assn. lays down a solid blueprint of procedures in budgeting, selecting, ordering, and maintaining athletic equipment.

After helpful sections on administrative responsibilities and budgeting, the book delves into the selection of equipment, covering design, safety factor, workmanship, source of supply, price, and sizing. The latter section tells you exactly how to order your sizes for baseball, basketball, football, track, and softball squads.

Next comes ordering, with emphasis on bidding, when to order, and the advantage of ordering early. The book then concludes with a superb section on care and maintenance, covering the equipment room, leather goods, inflated balls, fabric wear, leather shoes, rubber goods, laundering factors, do's and don'ts, and how to clean athletic wear.

The book is excellently organized, clearly and succinctly written, and attractively illustrated. Run to your sporting goods dealer for your copy.

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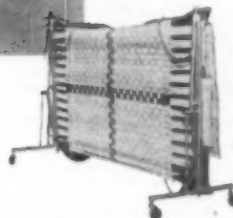


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- **TEAM SPORTS FOR GIRLS.** Edited by Ann Paterson. Pp. 396. Illustrated. New York: The Ronald Press Co. \$5.

TEACHERS and teacher-trainees will find this excellently organized text a compact guide to most of the girls team activities taught on both the junior and senior high school levels.

After a couple of preliminary chapters on the modern principles of learning, the book presents complete individual sections on the sports of basketball, field hockey, lacrosse, soccer, speedball, speed-a-way, softball, and volleyball.

Each section includes the history of the game, its object, facilities and equipment required, positions and duties of players, fundamental skills, lead-up games, drills, defensive and offensive strategy, a suggested teaching progression, plus a glossary of terms, summary of rules, and a list of safety factors.

- **SYNCHRONIZED SWIMMING** (2nd Edition). By Fern Yates and Theresa W. Anderson. Pp. 164. Illustrated. New York: The Ronald Press Co. \$4.50.

PRACTICALLY and comprehensively, this book illustrates how synchronization may be employed as a teaching tool in all types of swimming classes and how it may be used in water compositions for programs, pageants, and competitions.

Variations in the standard strokes and 87 special stunts are illustrated by underwater and surface picture sequences placed directly beside the pertinent text; while numerous line drawings suggest patterns to follow in both class teaching and the design of water compositions.

Complete chapters are included on musical accompaniment, staging, programming, competitions, and one-day clinics.

- **HOW TO PLAY AND ENJOY BASEBALL.** By Stars of the Milwaukee Braves with Lou Chapman and Chuck Capaldo. Pp. 66. Illustrated. Milwaukee: Kalmbach Publishing Co. \$1.

PREPARED in magazine form (8¼ x 11¼ in.), this book offers both a chatty and excellently technical insight on playing the various positions. Editors Chapman and Capaldo have done a bang-up job of transcribing the words of the outstanding Braves into a fine technical text.

The lineup reads as follows: Pitching—Burdette, Spahn and Johnson; Catching—Crandall; First Base—Torre; Second—Red Schoendienst; Third—Mathews; Shortstop—Logan; Left Field—Covington; Right Field—Aaron; Centerfield—Pasko; Hitting—Mathews and Aaron; Bunting—Logan; Baserunning—Fitzpatrick; Signals—Herman.

Other fascinating chapters are contributed by Whit Wyatt (What It Takes to Be a Pitcher), Bob Keely (The Bullpen), John Mullen (What We Look for in a Young Player),



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and Fred Haney (Behind the Scenes). This is an awful lot of topnotch, authoritative know-how for a buck.

- **CIRCUIT TRAINING.** By R. E. Morgan and G. T. Adamson. Pp. 88. Illustrated. New York: SportShelf. \$3.25.

CIRCUIT TRAINING is the new form of progressive training for physical fitness that has been arousing deep interest all over the world. This book offers the first complete account of it.

The authors discuss the background of educational theory, biological science, and athletic practice upon which Circuit Training is predicated, and explain the essential principles and methods, recommended exercises, and exercise selection and classification.

American distributor is SportShelf, P. O. Box 116, New York 33, N. Y.

- **SUCCESS AT SWIMMING.** Edited by Jose M. Juba. Pp. 123. Illustrated. New York: SportShelf. \$3.25.

EDITOR Juba and five other British aquatic experts, plus England's top weight-training coach, explain in simple language the basic strokes, starts, and turns for championship swimming, keeping fit, diving, synchronized swimming, underwater diving and photography, and water skiing. Some excellent diagrams and photos illustrate the text. (SportShelf, P. O. Box 116, New York 33, N. Y.)

- **MASTER CHART FOR OFFENSIVE FOOTBALL PLAYERS' ASSIGNMENTS.** By Robert Parsaca. 26 Forms. Jackson, Mich.: The Football Chart Co. \$2.25.

PREPARED by a fellow with 23 years of active coaching behind him, this 11 by 15 inch chart book is designed as a super playbook for the individual player. It enables each player, simply and thoroughly, to designate his duties on every play against every basic defense.

The book contains 21 big charts, which are backed up by ball-carrier's charts affording the coach a running account of every play used against various opponents.

These soundly designed charts can be used with telling effect by both players and coaches.

Miscellaneous

- **The Lew Hoad Story.** By Lew Hoad as told to Jack Pollard. Pp. 209. Illustrated. Englewood Cliffs, N. J.: Prentice-Hall, Inc. \$3.95. (A candid, vigorous, absorbing autobiography of the great and upcoming Australian tennis star.)

- **Guidance Services in Schools.** By Clifford P. Froehlich. Pp. 383. New York: McGraw-Hill Book Co. \$5.75. (An overview of guidance services in both elementary and secondary schools that provides a practical answer to how our schools can furnish adequate guidance services for their pupils.)

(Concluded on page 61)



Sportscar driver with a tough hair problem. Mike O'Keiff, sportscar racer from Houston, Tex., gets plenty of thrills, but sun, wind and dust punish his hair.



He licks it with Vitalis. Vitalis gets Mike's hair in condition for a victory dinner (and congratulatory kiss). His hair never looks greasy thanks to V-7.

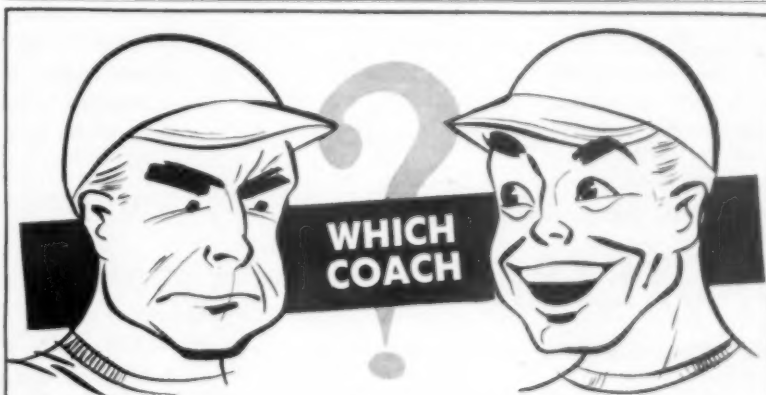
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Pick Your Coach and Coaching School

Use this guide to locate schools at which your favorite coaches will lecture.

Details on schools may be gleaned from Coaching School Directory on pages 55-60.

FOOTBALL

- BRENNAN, TERRY** (Notre Dame)—All-Amer. Foot., East. Penna., Okla. Coaches.
- BROYLES, FRANK** (Arkansas)—All-Amer. Foot., Fellowship of C. A. (adv. on p. 55), Miss. Coaches (adv. on p. 55).
- BRUHN, MILT** (Wisconsin)—East. Penna., Wis. Coaches (adv. on p. 59).
- BRYANT, PAUL** (Alabama)—All-Amer. Foot., Florida St. (adv. on p. 59), Okla. Coaches.
- CASANOVA, LEN** (Oregon)—All-Amer. Clinic, Ariz. Coaches, Oregon.
- COLLIER, BLANTON** (Kentucky)—Kentucky, Tenn. A. A.
- CURTICE, JACK** (Stanford)—All-Amer. Foot., Kentucky, Nationwide (adv. on p. 58), So. Car. Coaches (adv. on p. 58), West. Colo., Wis. Coaches (adv. on p. 59).
- DAUGHERTY, DUFFY** (Michigan St.)—Fla. St. (adv. on p. 59), Nationwide (adv. on p. 58), Ohio Foot. (adv. on p. 56).
- DEVINE, DAN** (Missouri)—All-Amer. Foot., Ill. Normal-W. Ill., Wisc. St.
- DICKENS, PHIL** (Indiana)—All-Amer. Foot., Ind. A. A.
- DIETZEL, PAUL** (LSU)—La. Coaches.
- DODD, BOBBY** (Georgia Tech)—La. Coaches, Nevada (adv. on p. 57).
- EDWARDS, EARLE** (North Carolina St.)—Ind. A. A., So. Car. Coaches (adv. on p. 58).
- ELIOT, RAY** (Illinois)—Mo. Sports.
- ELLIOTT, PETE** (California)—Calif. Workshop, Fellowship of C. A. (adv. on p. 55).
- ERDELATZ, EDDIE** (Navy)—Fla. St. (adv. on p. 59).
- EVASHEVSKI, FOREST** (Iowa)—Colby (adv. on p. 57).
- GIESE, WARREN** (So. Carolina)—Lake Ontario, Empire St. (adv. on p. 55).
- GILLMAN, SID** (L. A. Rams)—Fla. St. (adv. on p. 59), Nationwide (adv. on p. 58).
- HAYES, WOODY** (Ohio St.)—Empire St. (adv. on p. 55), Fla. A & M (adv. on p. 56), Ohio Foot. (adv. on p. 56).
- HOWARD, FRANK** (Clemson)—Fla. A & M (adv. on p. 56).
- MEEK, BILL** (SMU)—Empire St. (adv. on p. 55), New Mex.
- MOLLENKOPF, JACK** (Purdue)—No. Mich. Coll., Ohio Foot. (adv. on p. 56), Mich. A. A.
- MURRAY, BILL** (Duke)—Kentucky.
- MYERS, JIM** (Texas A & M)—Idaho Coaches.
- NELSON, DAVE** (Delaware)—Connecticut (adv. on p. 59), New Hamp. A. A. (adv. on p. 58), Tex. Coaches, Va. St.
- NUGENT, TOM** (Florida St.)—Fla. A & M (adv. on p. 56), Fla. St. (adv. on p. 59).
- OOSTERBAAN, BENNIE** (Michigan)—Michigan.
- PROTHRO, TOMMY** (Oregon St.)—Mo. Sports, Tenn. A. A., Wash. Coaches (adv. on p. 60).
- ROYAL, DARRELL** (Texas)—Kansas, La. Coaches.
- VAUGHT, JOHN** (Mississippi)—Miss. Coaches (adv. on p. 55).
- WALKER, WADE** (Mississippi St.)—Miss. Coaches (adv. on p. 55).
- WARD, DALLAS** (Colorado)—Colorado, Utah St.
- WARMATH, MURRAY** (Minnesota)—Fla. St. (adv. on p. 59).
- WILKINSON, BUD** (Oklahoma)—Concordia (adv. on p. 59), Ohio Foot. (adv. on p. 56), Spalding (adv. on p. 57), Fellowship of C. A. (adv. on p. 55).
- WYATT, BOWDEN** (Tennessee)—Colorado.

BASKETBALL

- ANDERSON, FORDDY** (Michigan St.)—Ariz. Coaches, Nevada (adv. on p. 57).
- BEE, CLAIR** (N. Y. Mil. Acad.)—East. Penna., Spalding (adv. on p. 57).
- CURRAN, JOE** (Canisius)—Adelphi (adv. on p. 56).
- DIDDLE, ED** (West. Kentucky St.)—Miss. Coaches (adv. on p. 55).
- EDDY, RAY** (Purdue)—No. Mich. Coll., Mich. A. A.
- GULLION, BLAIR** (Washington, St. Louis)—Mo. Sports.
- HARP, DICK** (Kansas)—Ill. Norm.-W. Ill., Fellowship of C. A. (adv. on p. 55).
- IBA, HANK** (Oklahoma St.)—Kansas.
- JULIAN, DOGGIE** (Dartmouth)—Colby (adv. on p. 57), So. Car. Coaches (adv. on p. 58).
- LITWACK, HARRY** (Temple)—Spalding (adv. on p. 57).
- MCCRACKEN, BRANCH** (Indiana)—Concordia (adv. on p. 59), Ind. A. A., Wis. Coaches (adv. on p. 59).
- MCGUIRE, FRANK** (No. Carolina)—Connecticut (adv. on p. 59), Spalding (adv. on p. 57).
- MOORE, DUDEY** (LaSalle)—Spalding (adv. on p. 57).
- NORTON, KEN** (Manhattan)—Upstate N. Y. (adv. on p. 60).
- O'CONNOR, BUCKY** (Iowa)—Iowa A. A., New Mex., West. Colo.
- RUPP, ADOLPH** (Kentucky)—All-Amer. Clinic, New Hamp. A. A. (adv. on p. 58), Spalding (adv. on p. 57), Utah St.
- SCHAUS, FRED** (West Virginia)—Adelphi (adv. on p. 56), Ind. A. A., New Hamp. A. A. (adv. on p. 58), Upstate N. Y. (adv. on p. 60), West Va. U.
- SCHAYES, DOLPH** (Syracuse Nats)—Dolph Schayes H. S. (adv. on p. 56).
- STRANNIGAN, BILL** (Iowa St.)—Mo. Sports.
- VANATTA, BOB** (Memphis St.)—Tenn. A. A.
- WALSETH, RUSS** (Colorado)—Colorado, Tex. Coaches.
- WINTER, TEX** (Kansas St.)—Colorado, Concordia (adv. on p. 59), Fellowship of C. A. (adv. on p. 55), New Mex., Wis. St., Ind. Bask.
- WOOLPERT, PHIL** (San Francisco)—Idaho Coaches, Oregon.
- WOODEN, JOHN** (UCLA)—Wash. Coaches (adv. on p. 60).

COACHING SCHOOL DIRECTORY

ADELPHI COLLEGE—Garden City, Long Island, N. Y. Aug. 11-13. Directors, George Faherty (Adelphi College) and John Sipos, Huntington (N. Y.) H. S. Course: Basketball. Staff: Fred Schaus, Joe Curran, Bob Davies, Woody Weir, others. Tuition: \$20 (includes room and notes). See adv. on p. 56.

ALL-AMERICAN CLINIC—Bemidji, Minn. June 19-21. Directors, K. E. Wilson and H. J. Erickson. Courses: Football, Basketball. Staff: Len Casanova, Gomer Jones, Adolph Rupp, Mario Lucia. Tuition: \$15.

ALL-AMERICAN FOOTBALL—Santa Barbara, Calif. July 14-17. Director, Don Richman, Box 37145, Los Angeles 37, Calif. Courses: Football from A to Z. Staff: Terry Brennan, Frank Broyles, Paul Bryant, Don Clarke, Jack Curtice, Phil Dickens, Dan Devine, and Ray Graves. See adv. on p. 58.

ARIZONA COACHES ASSN.—Flagstaff, Ariz. Aug. 18-23. Director, Joe M. Garcia, 4647 W. Whitton, Glendale, Ariz. Courses: Football, Basketball, Track, Baseball, Training, others. Staff: Len Casanova, Fordy Anderson, others.

ARKANSAS COACHES ASSN.—Little Rock, Ark. Aug. 13-16. Director, Marcus Kaufman. Courses, Staff, Tuition to be announced.

CALIFORNIA WORKSHOP—San Luis Obispo, Cal. Aug. 4-15. Director, J. B. Haralson, 2000—24th St., Bakersfield, Cal. Courses: Football, Basketball, Track, Baseball, others. Staff: Pete Elliott, Howie Dallmar, Ducky Drake, Pete Beiden, others. Tuition: \$10, one week; \$20, two.

COLBY COLLEGE—Waterville, Me. June 18-20. Director, Bill Millett, 16 Dalton St., Waterville, Me. Courses: Football, Basketball. Staff: Forest Evashevski, Doggie Julian. Tuition: \$22.50. See adv. on p. 57.

COLORADO UNIV.—Boulder, Colo. June 16-20. Director, Harry Carlson. Courses: Football, Basketball, Track, Baseball, Training. Staff: Bowden Wyatt, Tex Winter, Dal Ward, Sox Walseth, Frank Potts, Frank Prentup. Tuition: \$10.

CONCORDIA COLLEGE—Moorhead, Minn. Aug. 10-13. Director, J. M. Christiansen. Courses: Football, Basketball, Wrestling. Staff: Bud Wilkinson, Tex Winter, Branch McCracken, Wally Johnson, others. See adv. on p. 59.

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Leading Pass Exponent

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- PETE ELLIOTT
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Mornings and Evenings—inspirational lectures and discussions; Afternoons—lectures, demonstrations, discussions for coaches and college athletes in four major sports.

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WOODY WEIR—Marion H.S.
Veteran Indiana Coach

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BUTLER HENNON—Wampum H.S.
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June 9-13 Tallahassee, Fla.

FOOTBALL

WOODY HAYES

Head Coach, Ohio State U.

FRANK HOWARD

Head Coach, Clemson College

BOB WOODRUFF

Head Coach, U. of Florida

TOM NUGENT

Head Coach, Florida St. U.

BURT INGWERSEN

Line Coach, U. of Illinois

GENE ELLENSON

Line Coach, U. of Miami

PERRY MOSS

Backfield Coach, U. of Wisconsin

A. M. COLEMAN

End Coach, Georgia Tech

NICK KOTYS

Head Coach, Coral Gables H. S.

BASKETBALL

ROY CROWE

Crispus Attacks H. S., Indiana

TRAINING

SAM LANKFORD

Trainer, U. of Florida

TUITION: \$17

A. S. GAITHER, Director
Florida A & M University
Tallahassee, Florida

CONNECTICUT UNIV.—Storrs, Conn. Aug. 12-14. Director, J. O. Christian. Courses: Football, Basketball. Staff: Dave Nelson, John McLaugherty, Frank McGuire, others. Tuition: \$10. See adv. on p. 59.

DOLPH SCHAYES H. S. BASKETBALL COACHES—Plattsburgh, N. Y. June 26-28. Address: Camp Valcour, Chrysler Building, New York 17, N. Y. Staff: Dolph Schayes, Elmer Ripley, Doc Jacobs, Bobby Sand. Tuition: Free. See adv. on p. 56.

EASTERN PENNA. COACHES ASSN.—East Stroudsburg, Pa. June 16-19. Director, Marty Baldwin, Box 205, East Stroudsburg, Pa. Courses: Football, Basketball, Training. Staff: Terry Brennan, Milt Bruhn, Bill Leckonby, Dick Coleman, Clair Bee, Bob Davies, Eddie Zanfrini, others. Tuition: \$45 (includes room, board, golf).

EMPIRE ST. FOOTBALL—New York, N. Y. May 30-31. Director, J. I. Albrecht, Hotel New Yorker, 8th Ave. and 34 St., New York, N. Y. Courses: Football from A to Z. Staff: Woody Hayes, Billy Meek, Warren Giese. Tuition: \$20. See adv. on p. 55.

FELLOWSHIP OF CHRISTIAN ATHLETES—Estes Park, Colo. Aug. 17-22. Director, Don McClaner, 518 Professional Bldg., Kansas City 6, Mo. Courses: All Sports. Staff: Biggie Munn, George Kell, Dick Harp, Tex Winter, Bebe Lee, Frank Broyles, Otto Graham, others. Tuition: \$35 (includes room and board). See adv. on p. 55.

FLORIDA A & M—Tallahassee, Fla. June 9-13. Director, A. S. Gaither. Courses: Football, Basketball, Training. Staff: Woody Hayes, Frank Howard, Bob Woodruff, Tom Nugent, others. Tuition: \$17. See adv. on p. 56.

FLORIDA COACHES ASSN.—Gainesville, Fla. Aug. 4-7. Director, Carey E. McDonald, Box 204, Silver Springs, Fla. Courses: Football, Basketball, Track, Baseball, Training. Staff: Wally Butts, Ray Graves, others. Tuition: members, free; others, \$15.

FLORIDA STATE UNIV.—Tallahassee, Fla. June 12-14. Director, Tom Nugent. Course: Football. Staff: Duffy Dougherty, Paul Bryant, Sid Gillman, Eddie Erdelatz, Murray Warmath, Tom Nugent, others. Tuition: \$20. See adv. on p. 59.

GEORGIA COACHES ASSN.—Atlanta, Ga. Aug. 11-14. Director, Dwight Keith, 310 Buckhead Ave. N.E., Atlanta, Ga. Courses: Football, Basketball, Training. Staff: To be announced. Tuition: members, \$7; others, \$15.

IDAHO COACHES ASSN.—Sun Valley, Ida. Aug. 4-8. Director, Jerry Dellinger, Jerome (Ida.) H. S. Courses: Football, Basketball, Training. Staff: Jim Myers, Skip Stahley, Babe Caccia, Phil Woolpert, Harlan Hodges, John Grayson, John Dickey. Tuition: members, \$10; others, \$15.

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Oklahoma All-Time Great

JACK MOLLENKOPF

Head Coach, Purdue University

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Head Coach, U. of Cincinnati

DOYT PERRY

Head Coach, Bowling Green University

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TUITION

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ILLINOIS NORMAL-WESTERN ILLINOIS—Macomb, Ill. June 10-11. Directors: Ray Hanson, Western Illinois U., Macomb, Ill., and Howard J. Hancock, Illinois Normal U., Normal, Ill. Courses: Football, Basketball, Baseball, Golf. Staff: Dan Devine, Dick Harp, Otto Vogel, others. Tuition: Free.

INDIANA ATHLETIC ASSN.—Bloomington, Ind. Aug. 4-7. Director, L. V. Phillips, 812 Circle Tower, Indianapolis, Ind. Courses: Football (Aug. 4-5), Basketball (Aug. 6-7). Staff: Earle Edwards, Phil Dickens, Fred Schaus, Branch McCracken, others. Tuition: state coaches, \$1; others, \$10.

INDIANA BASKETBALL —Newcastle, Ind. July 31-Aug. 2. Director, Cliff Wells, Tulane University, New Orleans 18, La. Staff: Tex Winter, Jim McCafferty, Ev Case, Cliff Wells. Tuition: \$10.

IOWA ATHLETIC ASSN.—Spirit Lake, Ia. Aug. 18-21. Director, Lyle T. Quinn, Boone, Ia. Courses: Football, Basketball, Track, Baseball, Wrestling, Training. Staff: Bucky O'Connor, Clay Stapleton, others. Tuition: state coaches, free; others, \$10.

KANSAS COACHING SCHOOL —Wichita, Kan. Aug. 18-21. Director, C. H. Kopelk, 1300 Topeka Blvd., Topeka, Kan. Courses: Football, Basketball, Baseball, Track, 6-Man Football, Training. Staff: Darrell Royal, Hank Iba, Eddie Wojecki, others. Tuition: \$10.

KENTUCKY UNIV.—Lexington, Ky. Aug. 6-9. Director, Bernie A. Shively. Courses: Football, Basketball, Baseball, Track. Staff: Blanton Collier, Jack Curtice, Bill Murray, Harry Lancaster. Tuition: Free.

LAKE ONTARIO—Pickering, Ont. June 23-24. Director, Kenneth Wass, Kenner Collegiate School, Peterborough, Ont., Canada. Courses: Football, Basketball. Staff: Warren Giese, Frank Johnson.

LOGAN'S TRAINERS CLINIC —Hali Lani, Cal. Aug. 23. Director, Kickapoo Logan, 4966 Eagle Rock Blvd., Los Angeles 41, Cal. Tuition: free.

LOUISIANA COACHES ASSN. —New Orleans, La. July 28-29. Director, Woody Turner, 151 Charle Ave., Shreveport, La. Courses: Football, Basketball. Staff: Bobby Dodd, Darrell Royal, Paul Dietzel, Andy Pilney. Tuition: \$5.

MICHIGAN ATHLETIC ASSN.—Mt. Pleasant, Mich. Aug. 18-22. Director, Dan Rose. Courses: Football, Basketball. Staff: Jack Mollenkopf, Ray Eddy.

MICHIGAN UNIV.—Ann Arbor, Mich. June 22-July 3. Supervisor, Howard C. Leibe. Courses: Coaching, Administration. Staff: Bennie Oosterbaan, Bill Perigo, Don Canham, Jim Hunt. Tuition: resident, \$20; others, \$30.

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MISSISSIPPI COACHES ASSN.—Jackson, Miss. Aug. 5-8. Director, Sammy Bartling, Millsaps College, Jackson, Miss. Courses: Football, Basketball. Staff: John Vaught, Wade Walker, Frank Broyles, Ed Diddle. Tuition: members, \$10; others, \$15. See adv. on p. 55.

MISSOURI SPORTS ASSN.—Liberty, Mo. Aug. 5-9. Director, Lyle E. Bowles, 10610 Hill Park Terrace, Independence, Mo. Courses: Football, Basketball, Training. Staff: Tommy Prothro, Ray Eliot, Bus Mertes, Bill Strannigan, Blair Gillian, others. Tuition: \$15.

NATIONWIDE FOOTBALL—Santa Cruz, Calif. June 16-18. Directors, Sarge MacKenzie, U. of San Francisco, San Francisco, Calif., and Dick Gallagher, Cleveland Stadium, Cleveland 14, O. Staff: Duffy Daugherty, Jack Curtice, Sid Gillman, Lou Groza. Tuition: \$20. See adv. on p. 58.

NEVADA UNIV.—Reno, Nev. June 16-20. Director, G. A. Broten. Courses: Football, Basketball, Track, Training. Staff: Bobby Dodd, Fordy Anderson, Payton Jordan, Kickapoo Logan. Tuition: \$20, resident; \$24, others. See adv. on p. 57.

NEW HAMPSHIRE ATHLETIC ASSN.—Rye Beach, N. H. June 22-24. Director, J. Robert Eddy, 121 North State St., Concord, N. H. Courses: Football, Basketball, Baseball, Training, Soccer. Staff: Ernie Jorge, Dave Nelson, Adolph Rupp, Fred Schaus, Archie Allen, others. Tuition: state coaches, \$22.50; others, \$30 (includes room and board); tuition alone, \$17.50. See adv. on p. 58.

NEW MEXICO COACHES—Albuquerque, N. M. Aug. 3-9. Director, C. H. (Doc) Ledbetter, 1213 Princeton Drive S.E., Albuquerque, N. M. Courses: Football, Basketball, Training. Staff: Bill Meek, Tex Winter, Bucky O'Connor, Lou Agase, Sonny Grandelius, George Petrol, Lou Diehm. Tuition: members, \$10; others, \$15.

NEW YORK STATE—Syracuse, N. Y., Aug. 24-27. Director, Philip J. Hammes, Proctor H. S., Utica, N. Y. Courses: Football, Basketball, Baseball, Soccer, Wrestling, Training, Rules Interpretation. Staff: To be announced. See adv. on p. 60.

NORTHERN MICHIGAN COLL.—Marquette, Mich. Aug. 4-6. Director, C. V. (Red) Money. Courses: Football, Basketball, Training, others. Staff: Jack Mollenkopf, Ray Eddy, others. Tuition: free (room and board, \$5 per day)

NORTHWEST MT. COACHES ASSN.—Clarion, Pa. May 30-31. Director, Norm Zwald, Clarion H. S., Clarion, Pa. Courses: Football, Basketball. Staff: Outstanding state high school coaches. Tuition: \$4.75 (includes room and board).

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Canton, O. Staff: Woody Hayes, Duffy
Daugherty, Bud Wilkinson, George Black-
burn, Jack Mollenkopf, others. Tuition:
members, \$10; others, \$15. See adv.
on p. 56.

OHIO UNIV.—Athens, O. June 16-July 11.
Director, C. C. Widdoes. Courses: Foot-
ball, Basketball, Baseball, Track, Physical
Therapy (5 days each). Staff: Bill Hess,
Jim Snyder, others. Tuition: state residents,
\$10; others, \$20.

OKLAHOMA COACHES ASSN.—Oklahoma
City, Okla. Aug. 10-14. Director, Leon
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Moser, others. Tuition: \$10.

OREGON UNIV.—Eugene, Ore. June 16-21.
Director, A. A. Esslinger. Courses: Foot-
ball, Basketball, Baseball, Track, Wres-
tling, Training. Staff: Len Casanova, Phil
Woolpert, Don Kirsch, Bill Bowerman, Bill
Hammer. Tuition: \$18.

PRAIRIE VIEW A & M—Prairie View, Tex.
July 15-17. Director, W. J. Hicks. Courses:
Football, Track. Staff: Jess Neely, Chuck
Moser, others. Tuition: \$10.

SOUTH CAROLINA COACHES ASSN.—
Columbia, S. C. Aug. 3-8. Director, Harry
Hedgepath, 1623 Harrington St., New-
berry, S. C. Courses: Football, Basketball.
Staff: Jack Curtice, Earle Edwards, Doggie
Julian. Tuition: members, \$4; non-mem-
bers, \$10 one course, \$15 both. See adv.
on p. 58.

SOUTHERN UNIVERSITY—Baton Rouge, La.
June 12-14. Director, A. W. Mumford.
Courses: Football, Basketball. Staff: Milo
Lude, A. M. Coleman. Tuition: \$10.

SOUTHWEST MISSOURI STATE COLL.—
Springfield, Mo. July 10-11. Director, Aldo
A. Sebben. Courses: Football, Basketball.
Staff: To be announced. Tuition: \$4-\$5.

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son, N. Y. Courses: Basketball, Football.
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Harry Litwack, Adolph Rupp, Duddy
Moore, Red Auerbach. Tuition: Free. See
adv. on p. 57.

TENNESSEE ATHLETIC ASSN.—Cookeville,
Tenn. July 23-26. Director, Wilburn Tucker,
Tennessee Tech, Cookeville, Tenn. Courses:
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Training. Staff: Blanton Collier, Tommy
Prothro, Bob Vanatta, others. Tuition: free.

TEXAS COACHES ASSN.—Dallas, Tex. Aug.
4-9. Director, L. W. McConachie, Perry
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UTAH ACTIVITIES ASSN.—Salt Lake City, Utah, Director, Horace H. Ross, 19 West South Temple, Salt Lake City, Utah. Other information to be announced.

UTAH STATE UNIV.—Logan, Utah. June 9-14. Director, H. B. Hunsaker. Courses: Football, Basketball, Baseball, Training. Staff: Dal Ward, Adolph Rupp, others.

VIRGINIA H. S. LEAGUE—Richmond, Va. Aug. 4-7. Director, Malcolm Pitt, U. of Richmond. Courses and Staff to be announced. Tuition: state coaches, \$5; others, \$10.

VIRGINIA STATE COLLEGE—Petersburg, Va. June 16-20. Director, W. W. Lawson. Courses: Football, Basketball. Staff: Dave Nelson, Hal Bradley, Harry Strobel. Tuition: \$15.

WASHINGTON COACHES ASSN.—Seattle, Wash. Aug. 18-23. Director, A. J. Lindquist, 3215 E. Mercer, Seattle 2, Wash. Courses: Football, Basketball, Track, Baseball, Wrestling. Staff: Tommy Prothro, John Wooden, Stan Hiserman, others. Tuition: members, free; others, \$10. See adv. on p. 60.

WESTERN COLORADO—Grand Junction, Colo. June 12-14. Director, Eugene Hansen, Grand Junction (Colo.) H. S. Courses: Football, Basketball, Baseball, Track, Wrestling. Staff: Jack Curtice, Bucky O'Connor, Earl Allgood, Pete Butler, others. Tuition: \$10.

WEST VIRGINIA UNIV.—Morgantown, W. Va. July 21-Aug. 15. Director, Ray O. Duncan. Courses: Football, Basketball, Wrestling, Training. Staff: Art Lewis & Staff, Fred Schaus, Steve Harrick, Whitey Gwynne. Tuition: resident, \$4 per hour; non-resident, \$16 per hour.

WISCONSIN COACHES ASSN.—Madison, Wis. Aug. 11-15. Director, Hal Metzen, 1623 Jefferson St., Madison, Wis. Courses: Football, Basketball, Baseball, Track, Wrestling, Training. Staff: Jack Curtice, Milt Bruhn, Branch McCracken, Bud Foster, others. Tuition: \$1, members; \$10, others. See adv. on p. 59.

WISCONSIN STATE COLL.—River Falls, Wis. June 12-14. Director, Fran Polsfoot. Courses: Football, Basketball, Training. Staff: Tex Winter, Dan Devine, Buck Weaver. Tuition: \$15.

WYOMING COACHES ASSN.—Laramie, Wyo. June 2-6. Director, Carl W. Rollins, Sheridan (Wyo.) H. S. Courses: Football, Basketball, Track. Staff: To be announced. Tuition: members, \$10; others, \$15.

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New Books

(Continued from page 53)

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• **1958 Official Softball Rules.** Published and distributed by Hillerich & Bradsby. Illustrated. Free. (Rules for both fast-pitch and soft-pitch softball, pictures of winning teams and records of the 1957 season. For your free copies, check the "Hillerich and Bradsby" listing in the master coupon on page 63.)

• **Little League Baseball Training Handbook.** Prepared in the Training Dept., Little League Baseball. Pp. 78. Illustrated. Printed and Distributed by the Chrysler Corp. Free. (A marvelous fund of training information for Little League managers and coaches. Includes superlative tips on training areas, practice sessions, and actual techniques. Over a half million copies have been distributed by the Chrysler Corp.)

• **1958 Official Baseball Register.** Compiled by J. G. Taylor Spink. Pp. 500. Illustrated. St. Louis: The Sporting News. \$1. (A wonderful panoramic view of the 1957 records for organized ball, covering every major and minor league. Replete with detailed statistics, official rules, 1958 schedules, photos, etc. Order from The Sporting News, 2018 Washington Ave., St. Louis, Mo.)

• **One for the Book, 1958.** By Leonard Gettelson. Pp. 356. St. Louis: The Sporting News. \$2. (Complete, detailed all-time big league records—individual, club, league, batting, fielding, pitching, baserunning—with a complete index providing a quick and ready reference. Order from The Sporting News, 2018 Washington Ave., St. Louis, Mo.)

• **Comedians of Baseball Down the Years.** By Spink, Lieb, Biederman, and Burnes. Pp. 111. Illustrated. St. Louis: The Sporting News. \$3. (A diverting booklet on the lighter side of baseball covering comedians and pranksters, humorous anecdotes, diamond slang, and witty shafts. Order from The Sporting News, 2018 Washington Ave., St. Louis, Mo.)

• **Swim Better.** By Pat Besford. Pp. 104. Illustrated. New York: SportShelf \$3.25. (Valuable insight into the psychological aspects of swimming—techniques of the various strokes, training schedules, and competitive swimming. American distributor is SportShelf, P. O. Box 116, New York 33, N. Y.)

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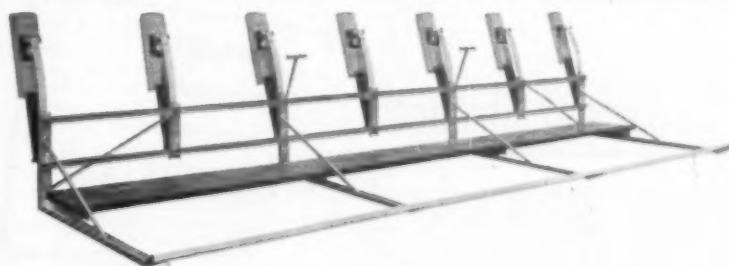
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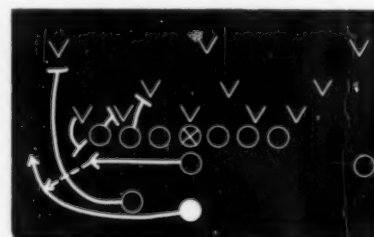
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Attacking 9-Man Front Defenses

(Continued from page 26)

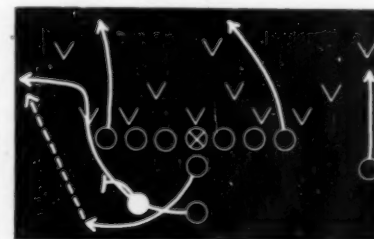
into the vacated area. Many teams have been able to use this system very effectively against this type of coverage.

If the defense makes a complete rotation to our flanked back and therefore commits itself to that side, we'll run or pass away from their strength. In **Diag. 7**, the defense has rotated to our flanker and we now run the option or power sweep to the unprotected side.



Diag. 7: Pass away from complete defensive rotation toward flanker.

We'll also run a roll-out pass to the side away from the flanker, sending the end deep and the left halfback down and out. This is shown in **Diag. 8**.



Diag. 8: Roll-out pass down and out to side away from flanker.

These maneuvers represent just a few examples of how flankers can be utilized in attacking nine-man front defenses.

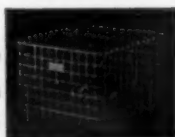
If you cannot run or pass successfully against the defense confronting you, then you must make the defense change, hoping to create a weakness which can then be exploited. By using flankers, we achieve this end.

At best, this line of thought represents only a basic approach to the problem of nine-man fronts. But an imaginative coach who adapts these basic principles to his particular needs will be able to successfully cope with the massed defensive wall.

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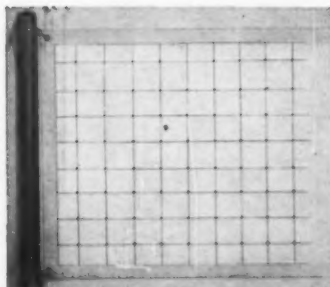
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MASTER COUPON

(See page 63 for other listings)
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on which advertisement may be found)

POWERS REGULATOR (15)

- ☐ Booklet, "Safer Showers"

PYE CORP. (39)

- ☐ Literature on Transistorized Megaphone

RALEIGH RECOND. (37)

- ☐ Literature on Double-Bar Football Face Masks

RAWLINGS (3)

- ☐ Football Catalog

REMINGTON ARMS (43)

- ☐ Instructor's Manual on Operation of Rifle Club

RIDDELL, JOHN T.

- (Inside Front Cover)
☐ Information on Quality Line of Football Equip.

ROBBINS FLOORING (62)

- ☐ Information on Iron-bound Continuous Strip Maple Gym Floors

SAFWAY STEEL (47)

- ☐ Catalog on Telescoping Gym Seats and Steel Bleachers

SAND KNITTING (48)

- ☐ Complete Catalog of Athletic Clothing

SICO MFG. (46)

- ☐ Folder on Tuck-Away Table Tennis Table

SNYDER TANK (62)

- ☐ Information on Grandstands and Bleachers

SPANJIAN (34)

- ☐ 1958 Football Catalog

TRAVELRAIN (38)

- ☐ Literature on Automatic Power Sprinkler

UniMAC (35)

- ☐ Information on School Laundry Equipment

UNIVERSAL BLEACHER (63)

- ☐ Catalog of Portable Bleachers

VIBRA-WHIRL (61)

- ☐ Information on All-Steel 7-Man Sled

WILSON (6)

- ☐ Catalog

NAME _____ POSITION _____
(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

ADDRESS _____

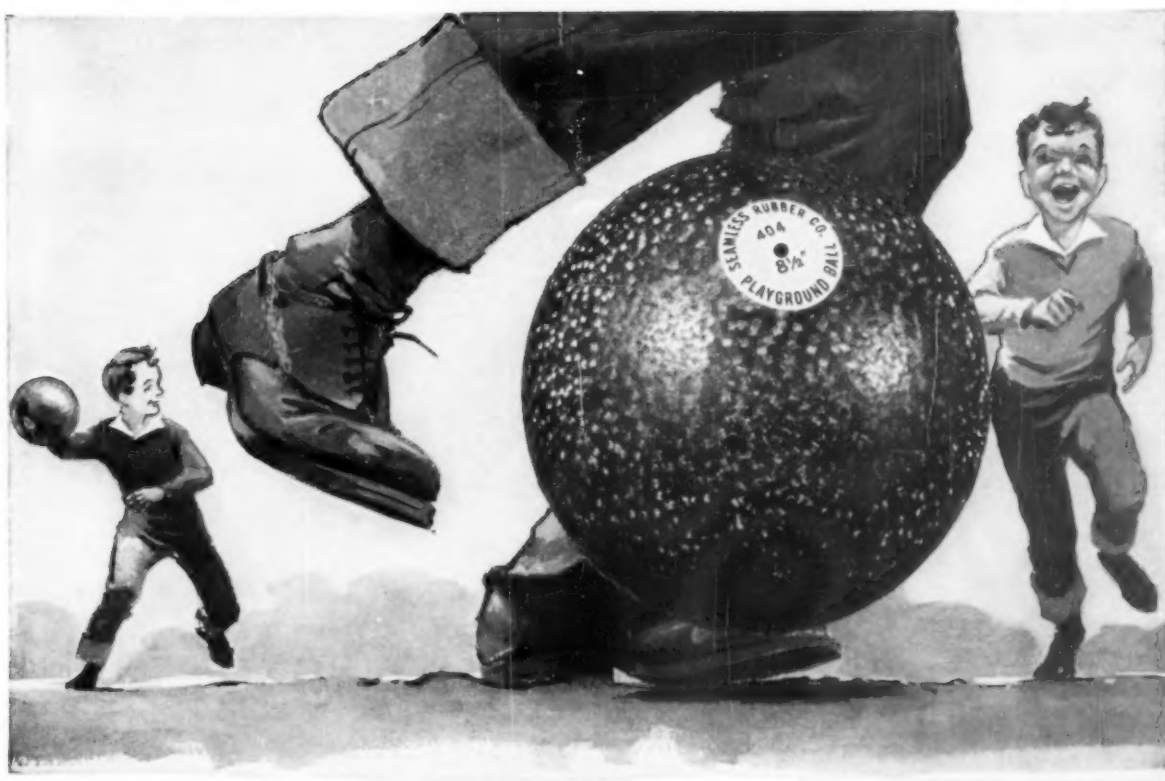
CITY _____ ZONE _____ STATE _____

No coupon honored unless position is stated

May, 1958

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 by **SEAMLESS**
 are built to take long, hard use and abuse

When an excited group of youngsters attacks a playground ball, only one with exceptional quality construction can survive the onslaught. Playground Balls by Seamless have this extra quality which keeps them in perfect round and retains their true bounce through hours more of rough and tumble play.

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 for better grip and longer life

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- ★ KANTLEEK VALVE—air can't escape from this patented valve.
- ★ UNIFORM THICKNESS—no hard, dead or soft spots.
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Longest wearing and toughest
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